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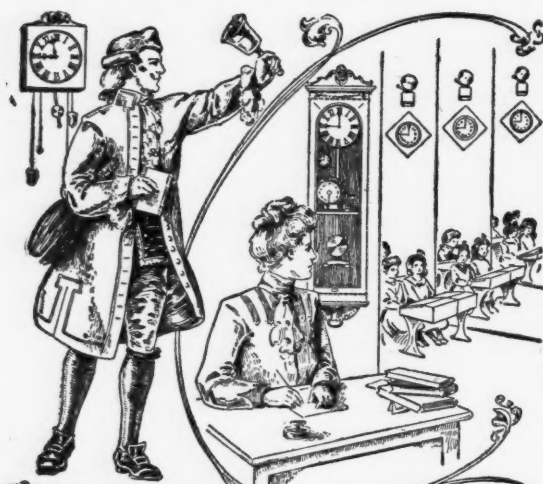
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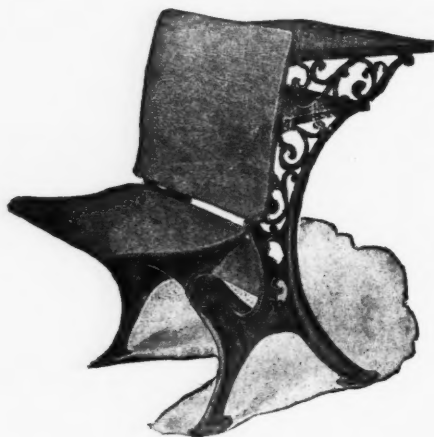
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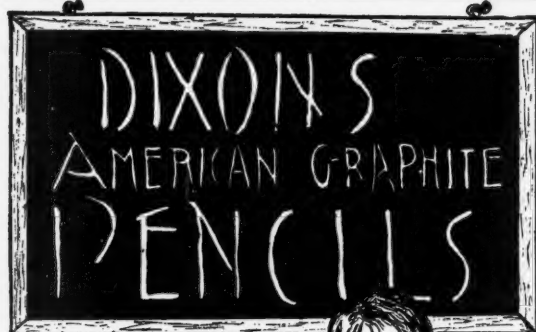
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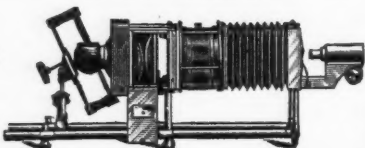
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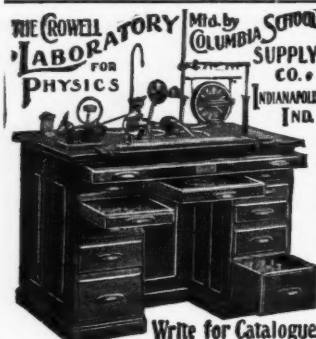
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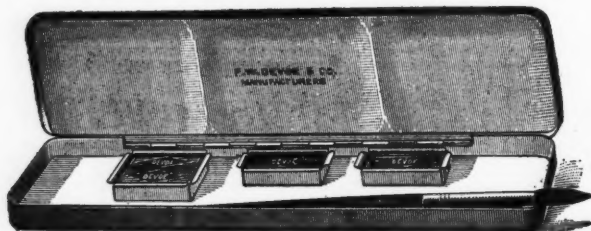
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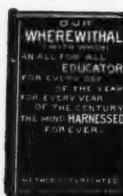
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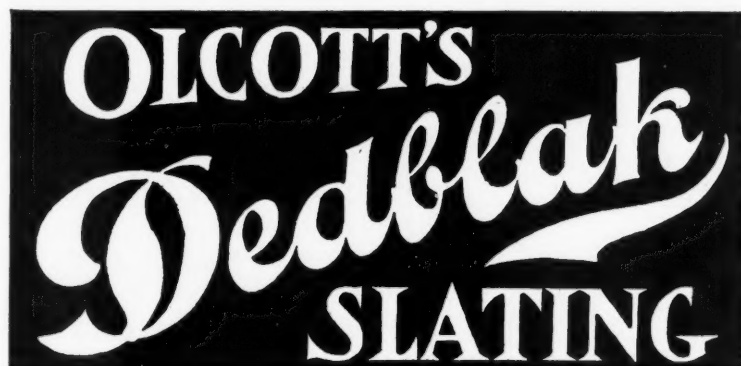
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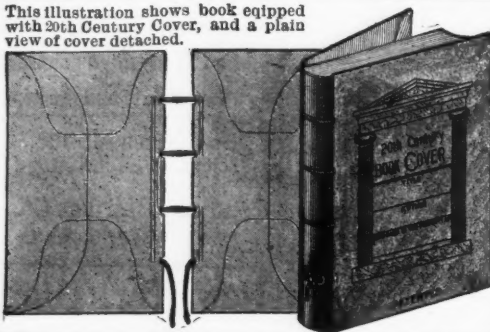
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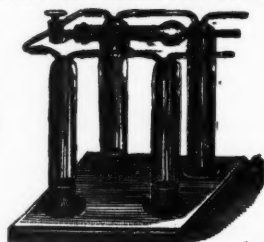
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For the Week Ending August 15

No. 5

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By Franklin S. Edmunds, Philadelphia.

The characteristics of the ideal citizen may be classified as three: Interest, intelligence, and loyalty. And two of these without the other will produce an unbalanced citizen whose strength along one or another line may be a source of danger to the community. It is the combination of interest and intelligence without loyalty that gives us the "grafter," or corruptionist whose masterly skill in lobbying of various legislation is the amazement and despair of our time. It is the union of interest and loyalty without intelligence that gives us the mob, whose reason is overawed by the passionate appeal of the demagog into acts of violence and lawlessness. The citizen who combines loyalty and intelligence without interest is a frequent type in our cultured classes and his lassitude and indifference to political and social evils is a serious menace to the safety of the state.

Now, in the average American community these qualities do not exist in even proportion. The interest is spasmodic and uncertain, as we may notice by contrasting elections that will bring out but a third of the registered voters with those which bring out a full vote. Intelligence is capable of a further analysis into general and special. It would, I think, be fair to say that the general intelligence of an American community is greater than that of any other people in the world and greater than any other people that has ever existed, with perhaps one exception. But along the line of special intelligence concerning the machinery and organization of government there is a woeful lack. A distinguished educator of this commonwealth told me recently that he did not believe that more than a limited group of citizens, outside of the official class, could explain the organization of the borough, town, or city government where they live. It is a fact that the average American does not have an intimate knowledge of the details of his intricate government. He may know that Congress makes the laws, but as to the limitations on the power of Congress he relies with implicit faith on the supreme court. So far as loyalty or patriotism is concerned it seems to me that we may fairly claim to be a patriotic people. Our history has made up in a peculiar way the chosen people of the earth. Other governments claim allegiance because of the mere accident of birth, but every American can trace back to an ancestor who within a few generations performed a deliberate act of selection, renounced a government no longer adapted to his needs and of his own will accepted the ideals of America. In Pennsylvania the last census shows that more than 15 per cent. of the total population, or 985,000 out of 6,300,000, are of foreign birth and that means that almost one-sixth of the citizen body is still in its first generation.

In time of war or public danger we have proved ourselves capable of great self-sacrifice and devotion to our ideals, and it is probable that no nation has ever attempted to realize its humanitarian ideals at such great cost as our own, but when we compare the character of American democracy with, for instance, that of Athens in the age of Pericles, we can find but cold comfort in the con-

trast; for more than 2,300 years ago there existed a nation so devoted to the welfare of the state that we are told that its citizens, almost without exception, attended town meetings that were held daily, listened for hours to intricate and involved questions of national policy in order that they might fit themselves for the discharge of that duty which they esteemed a most sacred trust. The American has not proved himself capable as yet of an abiding and permanent devotion to the daily business of the government. Our ideals are industrial and economic, rather than political, and there is probably not one of us that would not read an account of the personality of J. Pierpont Morgan in preference to the work of the daily proceedings of the municipal council.

Now the question is, what part can the schools play in stimulating a permanent interest in civic questions, in furthering a special intelligence in the machinery of government, and in inspiring the graduates to an abiding devotion to the routine duties of citizenship? There are at least three subjects that may be found in a course of study that will contribute directly to the instruction—history furnished us with inspiring examples of the great citizens of the past and with an account of political problems that must be understood in order to appreciate properly the questions of to-day. It is the aim of civics to give an acquaintance with the details of government, but this study is of most profit when properly correlated with an account of typical European governments, so as to explain the ideas which are peculiar to our own. It is always difficult to persuade teachers to give time to the study of current events, for it is an inchoate subject with indefinite and changing subject matter. But above all it must be recognized that the problem is spiritual rather than intellectual. If our boys and girls graduate with right impulses it is of more importance in the making of good citizens than if they shall have mastered the Constitution of the United States. It is not easy to-day to be a good American citizen. Our problems are many and confusing and our government is intricate and involved to the last degree. The interest of the average American centers upon business success, but it may be with the secure establishment of industrial conditions there will come a leisure in which our men and women can find time for the solution of the problems of the state.

School-Room Practice.

In his report for 1902, Supt. W. J. M. Cox, of Moline, Ill., brings out a number of directions along which the schools under his charge are doing progressive, rational work. In regard to the teaching of spelling, he says:

"Denounced by some of the radical reformers, the spelling book was practically banished from many schools for a time, while various devices for 'visualizing' and 'absorbing' words were substituted for the time-honored methods of the past. After several years of trial the new practice not only failed to make better spellers, but its pupils were evidently worse prepared than their predecessors who had been trained in the study of words from the old-fashioned spelling book. Teachers and

* Paper read before the Pennsylvania State Teachers' Association, July 1, 1903.

principals soon recognized the need of a text-book for this work—to insure the more uniform, definite, and systematic study of the words which compose the necessary general vocabulary and to furnish properly selected, progressive lists for practice in spelling.

"Some time ago the attention of the board of education was called to this need, and Dr. J. M. Rice's Rational Spelling-Book, Part II., was adopted for immediate use in grades four to eight, inclusive. It is a pleasure to report that pupils and teachers alike entered upon the use of the new spelling book with interest and enthusiasm—in fact some of the most satisfactory recitations heard during the year were recitations in spelling, supplemented by studies of the syllabication, pronunciation, meaning, derivations, and life histories of words. In the hands of a well-prepared teacher the spelling book becomes a veritable mine of information, interest, and culture, as well as the source of constant and valuable training in the practical use and mastery of common English words."

The report containing the above has a dainty cover and a charming title page. Superintendent Cox tells how the designs for these were obtained. Early in the school year, he says, the supervisor of drawing invited the high school students to contribute original designs for the cover and title page of the annual report. Twenty-eight students submitted designs and from these the best were selected by a special committee of five appointed for the purpose.

Domestic science, Mr. Cox says, was introduced into the public schools of Moline in the fall of 1899 by the Union of the King's Daughters. These ladies fitted up and equipped the department at an expense of nearly a thousand dollars, and paid the salary of the special teacher during the first year. At the close of that time the board of education accepted the responsibility of maintaining the department. The work has been prosperous from the outset. An optional course of two years, offered to girls in the eighth grade and the high school, has been accepted so generally that we find it somewhat difficult to prevent the numbers in the classes from exceeding the proper working limits. This instruction is popular with pupils and parents alike, and domestic science is already firmly established in the public sentiment of our people as a useful and legitimate branch of school work.

The Least of These.

This pathetic little story—very evidently true—comes from the New York *Public Library Bulletin* for last February:

"And last comes the littlest teacher of them all. By standing up very straight he could look across the top of my desk and his eyes met mine unwaveringly as I accused him of having kept Baldwin's 'Fifty Famous Stories' from August till December. He explained that at the end of every two weeks he left it in for a few days and I considered the matter settled. Five minutes later I looked up to find him still there—'Little boy, what do you want?' 'Please, ma'am, that book.'

"This was too much. 'You've had it three months, why don't you take some other?'

"'Because that's the only one she likes; I've tried another, she won't even look at it.'

"'She, who is she?'

"'The one I teach.'

"'I thought he was getting mixed. 'The book you learn from, little boy?'

"'No, ma'am, the girl I teach.'

"'How old is she?'

"'He eyed me critically—'Bout as big as you are.'

"I began to feel small, then he told me all about it. She was the daughter of the Italian shoe-mender, the one down the steps at the corner of 'Tent' avnoo'; her father wasn't very kind to her, she knew no English and had no friends; he taught her in the evenings.

"I asked if he was not sleepy then. 'Well, sometimes I go to sleep over the book; but she's learnin' and when she learns she'll like this better 'n Italy.'

"There came to my mind—'Teach these foreign children our language, our laws, our liberty, and we will have good citizens.'

"But for the sake of good citizenship, would you, oh Learned Educator, do what this little child of the slums is doing?"

Size and Appointment of School Boards.

[Views expressed in the Department of School Administration, N. E. A.]

The two main questions discussed at the N. E. A., in connection with school administration, were (1) as to the number of members, term of service and mode of selection of school boards; and (2) as to the proper legislative, executive, and judicial functions for organizations of this kind. Mr. Calvin W. Edwards, president of the Albany board of education, and Pres. Grafton D. Cushing, of the Boston school board, took up the first question, and the second question was considered in a paper by Pres. B. F. Hunsicker, of the Reading (Pa.) board of education. L. C. Newton, president of the Boston board, led the discussion.

Mr. Edwards spoke in favor of small school boards, three being in his view the ideal number of members. He said in part:

It has remained for Albany, which was the first city in the world to establish a telephone system, the first to establish electric street lighting, the first to run electric cars and the first in many other ways to take the lead also in this, and establish the ideal system—small board—long term service, and selected by the mayor.

Possibly in the large cities like New York, Boston, and Chicago it would not be wise to have so small a board as this; but I contend that in cities of less than 25,000 three members will accomplish more for the good of the schools, and with less friction, than a larger board, and that the number of members, even in the large cities, could be very materially reduced without injury to the cause of education.

An objection may be made that a board of three members could not possibly attend to all the details necessary in the proper management of the schools of a city, and with the laws in force in a large majority of the cities of the country that would be a valid objection. But my answer to that would be to change the laws so that the details of the management shall be placed where they belong—on the paid officers of the board, or of the city. This will leave the board more of a legislative than an administrative body, and that is just what the functions of the board should be.

The only reason that can be given in advocacy of the short term for members of school boards is that if, by any possibility, a member should be appointed who proved himself thoroly incompetent, you could get rid of him more quickly, but if the appointing power is sufficiently careful in his selection, that objection falls to the ground. No one will dispute the fact that a boy who gets into a business office is more valuable to his employer the second year than he is the first; or the young man who starts in to learn a trade, or the young professional man who hangs out his shingle, become more valuable to himself and others as he gains experience, and the same rule applies to a member of a school board.

A term of six years is none too long, and it is long enough, for good men who constitute our school board do the work as much thru civic pride and interest in the education of the young as from any honor that may come to them thru their position.

I am glad to be able to state that, so far as the present board is concerned, no question of politics or political expediency has ever come before us, and altho the board consists of two members of one political party and

one of another, there has never been the slightest hint of a division along political lines on any question that has come before the board.

Personal Relationship in School Boards.

Pres. Grafton S. Cushing, of the Boston board, said: The number of members of school boards in this country varies from 3 to 46. There can be no doubt about the general proposition that a small body of men can work more quickly and more harmoniously than a large one. Witness the fact that the average number of directors in a corporation is small—seven, perhaps. Boards of trustees are rarely large. The president of the United States has a small cabinet. When a board is so large that it is necessary to introduce formal parliamentary procedure you have lost to a certain extent, the personal relationship which smooths over differences of opinion. Put men around a table and let them talk things over and the chances are that the question will be settled amicably.

The chief duty of a school board ought to be to direct the general policy which is to be followed. The details should be left to paid officials. Unfortunately, school boards often insist on caring for the details themselves. They do not know how to delegate power. This is another unhappy result of too large boards. Members create unnecessary work for themselves partly under the impression that they are fulfilling a duty, partly in order to exercise authority. In a small board, members find their general duties of supervision all they can attend to.

The preliminary step of nomination of candidates for school boards is quite as important as the final step of their election. Nomination in a political convention affords a fertile field for manipulation and wire-pulling. In Boston a non-partisan, non-sectarian association of public-spirited citizens has of late made nominations. The result of the movement has been a decided raising of the standards of the school committee. But it must not be supposed that the work of an association of this kind can be done in a year or two. It takes a long time to educate public opinion, and it takes longer, perhaps, to persuade the well disposed to come out and be counted at the polls. This indifference to political duties must be met for the present, until a time when the public conscience is more thoroly awakened to the duties as well as to the privileges of self-government, by the activity of some organization of men whose motives are above reproach. It is the only direction in which I can see any immediate hope of improvement in our municipal governments.

One finds in the United States almost every conceivable method of appointment and election to school boards. Of these methods we can, I think, dismiss all except election at large and appointment by an official on whom responsibility for a bad appointment may be laid. But I believe that election at large will be found more consistent with our traditions and our institutions. We are educating ourselves politically when we see the necessity of exerting ourselves to get good men for our school boards. Having once accustomed ourselves to do it in one department, we shall learn to do it in all departments. Not until then can we boast that we are an intelligent self-governing community.

What the Board is Not.

Mr. Hunsicker said that much has been said and written about the typical school board. But we, he continued, have neither the typical school board nor have we agreed upon one plan as the ideal. My opinion is that the school board is not a clerical bureau empowered to appoint a few officials, pass upon bills, vote away its duties and congratulate itself that it has so little to do. A typical school board, as I understand it, is a creation of the law-making power; its members are elected by the suffrages of the people; it has granted it the power to establish, maintain, and control free public schools, and these powers should not be shirked nor entirely delegated to officials.

An investigation of the functions of boards in several cities, however, is not always encouraging toward this end. In Cleveland, under what is called the Federal system, one man is the school board, exercising all the functions. This plan seems to meet with some approval, but whether a centralization of all power in one man is wise is still a doubtful question. In many Western cities the school boards are vested with all powers, administrative, judicial, legislative. They owe no allegiance to any other local authority in school matters. As a rule, there are six members. This plan has been successful. Here in Boston, I understand, the school board has been gradually getting more power. Before 1875 the board, I believe, had not the authority even to determine the location of a school-house, that power being in the hands of councils.

School boards have little real power, and their duties are more or less perfunctory, unless they have absolute control of their finances. If compelled to prepare estimates to be approved by councils, these may be refused in part or in whole. In such a case their functions become a nonentity. The board can plan nothing with any degree of certainty.

In my opinion, the legislative functions of school boards should be unhampered. They should have power to levy tax, to collect and disburse money. If the school board is to be held responsible for the successful administration of the school system, it must have discretionary powers, both as to the amount of money required and as to the disposition of the same. Councils and school boards should be independent bodies, each attending to the duties in its own sphere.

Will this lead to extravagance? If the people are alert, it will not. On the contrary, if a board has not this power, it is helpless and cannot be made responsible for the conditions of the schools. It should make its own estimates and be held strictly responsible for the money it expends. Briefly put—it should have complete control of revenues. To make the city council the dictator, to whom the school boards must bow, is a perversion of responsibilities and a misinterpretation of the functions of a school board in its fullest sense.

Views Advanced in the Discussions.

Mr. Chalmers, of Toledo, O., said that school board members in his city were nominated on petition of two hundred householders. These names all go on one ballot, the ballots are placed in a separate ballot-box, and the candidates having the largest number of votes are elected. This system has given excellent results. The board is made up of five members, who serve for five years.

C. M. Woodward, of St. Louis, said his board consisted of twelve members, all at large. They are chosen every two years for six years. The unwritten law is that two are Republicans and two Democrats at each election. The leading men of the city pick out the candidates and they pick out Democrats who shall be satisfactory to the Republicans and vice versa, and the four names go on both Republican and Democratic tickets. Politics is never mentioned in the school board, and of the several experts in the employ of the school board not even the board knows their politics.

Dr. E. A. Donellan, of St. Joseph, Mo., said his board was now of six members, named and elected much as in the case of St. Louis. For the last four years this system has been in force and there have been no politics and no religion to interfere with the working of the board. The system has secured efficient service and has been a great benefit to the schools. With the appointive system, he said, it is impossible to keep politics out of the schools.

Mr. Armstrong, of Chicago, said that Chicago has had appointive school boards, with some of the evils of that system. But the city has been trying to get a law on appointing the school boards. The trouble with large boards is that men get on the board who represent special sections and sets of people instead of advanced educational ideas. The Chicago board is now made up of

twenty-one members. He thought Chicago could not find Democrats who would be acceptable to the Republicans, or Republicans who would be acceptable to the Democrats, and he thought it safer to trust the selection of the members of the school board to the mayor, who would have the responsibility of selecting efficient men.

Supt. Thomas M. Balliet, of Springfield, thought that small boards were undoubtedly the best thing for the schools. Boards should not have more than five, seven, or nine members, and a superintendent could do more to arrive at a proper course for the schools by sitting down with each member for a half hour than when he had to convince a board of sixty, say, that a measure was good. Ward representation he felt also to be a bad thing on account of trading and other political evils. "A man may look large in a ward," he said, "but when you spread him out over the whole city he may look pretty small." All sub-committee work is bad, he said. The whole board approves a sub-committee report as a matter of courtesy, so that you don't get the opinion of the full board on any matter. Just as soon as you get a large board you get speeches, talking to the gallery, and all that, and what you want is face to face discussion like that which di-

rects the management of large corporations. You get a more liberal school board often when it does not have the unlimited management of its finances. This was a question for which the answer might not be the same for all communities.

Superintendent Moulton, of Cleveland, took issue with a statement of a previous speaker that his city had a one-man school board. He said it had seven members, altho it does have a school director with considerable power. The superintendent has entire charge of the teaching force. He is appointed by the director, but only on approval of the board.

President Gerrish, of the Cleveland school board, thought seven members not too many in a city like his of 400,000 inhabitants, which now has eleven schools in process of construction. He advocated sub-committees as a means of dividing the work and thus getting better men, men of more influence, on the board. Six of the Cleveland board are college men.

Mr. Freeman, of Washington, D. C., said that his city had seven members, two of them women, and all of them may live in the same block, for all that the law says about it. As for money, the only bother was to loosen the purse-strings, and Congress holds the strings.

Impressions of the Boston Convention.

By Frederick W. Coburn.

The forty-second annual convention of the National Educational Association, held in Boston July 6-11, was, of course, the biggest and the greatest in the history of the association. It was beyond peradventure the biggest in the number of people participating; the greatest in the quality of the addresses presented and in the inspirational character of the environment.

Just how many teachers the big convention called forth will perhaps never be known. It was at least three times the size of any recent meeting of the N. E. A. At noon on Friday the registration stood at 35,382, fully ten thousand more than the committee of arrangements had dared hope, even in their wildest imaginings. As very many teachers, especially from the immediate neighborhood, attended without registering, one is probably safe in saying that from 40,000 to 50,000 people interested in education were attracted to Boston during convention week.

How the Crowd was Handled.

That the huge gathering never resolved itself into a tangle; that everything went off with exemplary smoothness, even the badges and guide books were scarce, stands to the special credit of the local organization and especially of the reception committee, Maurice P. White, chairman. During the latter days of the week preceding, and during the entire convention week, this committee had men at all the railroad stations and principal wharves to meet trains and boats. Those advance agents went thru the trains as they arrived, talking with the new comers, answering their questions and directing them to the headquarters in Copley Square. Under their supervision everything went off satisfactorily. To be sure, there was some congestion of baggage, especially at the South Terminal where the railroad people seemed unprepared for the emergency; but every teacher got his trunk sooner or later, even tho the pile of trunks dwindled with exasperating slowness. The reception committee consisted of 250 men and 250 boys who worked hard, in three relays, during the whole convention.

Every other feature of the entertainment was in a proportionate scale. The accommodation committee was composed of seventy-two assignment clerks, fifteen floor walkers, six doorkeepers, eight hotel men, and twelve substitutes, all working in relays. In the literature department thirty young men and women were kept con-

stantly busy preparing bundles of the guide books, pamphlets, tickets, and programs required by each delegate, and at the normal school twenty-five people were kept at work on the card catalogs of members, getting the cards ready for the registration clerks. These figures will perhaps convey some idea of the magnitude of the routine necessary to enrolling and distributing so vast a crowd. And with all the perfection of the machinery one hitch occurred on Monday morning when J. Pluvius fell upon a line of dauntless delegates which extended far down Boylston street from the Walker building and ignominiously routed them. For the most part, however, the mechanism was so perfect that Boston assimilated the great throng as easily as if it were a convention of a few hundred members.

Everything in fact goes to show that President Eliot, assisted by Edmund R. Warren of the local executive committee, made some very wise choices in the selection of the heads of committees. Among those who deserve marked credit, if a few from many may be singled out, are Mr. Holker Abbott, president of the Copley Society, who supervised the admirable green and white decorations; Prof. George N. Wendell, of the Massachusetts Institute of Technology, chairman of the halls committee, who was remarkably successful in his administration of the seating arrangements; Miss Grace Minns, chairman of the hospitality committee, whose force of assistants, composed mainly of women, was by long odds the largest department of the local organization; J. Frederick Hopkins, art supervisor of Boston schools, who took entire charge of the convention signs, making every bit of lettering a work of art. These, of course, are only a few names from among the 3,000 Boston people who served in the various committees.

Musical.

A taste of musical Boston was afforded by the great performance at Symphony Hall of Hector Berlioz' "The Damnation of Faust," gotten up by Mr. B. J. Lang, chairman of the music committee. The forces of the Handel and Haydn society, the Cecilia Club, the Apollo Club, the Amphion Club, and other organizations were drawn upon, with the result that several thousands of the delegates were privileged to listen to a very smooth, satisfactory rendering of this famous production.

To describe even in a fragmentary way the efforts that were made by Boston people and organizations to

render the visitor's stay pleasant and profitable is almost a herculean task, but in the interest of common gratitude it should certainly be attempted. Boston may be reserved and undemonstrative; but those of us who saw parties of flushed and happy teachers in Quincy Market, cheered over and over again by the marketmen in their white aprons, got quite a different idea. If Boston seemed indifferent about having the convention, she certainly showed herself cordial and enthusiastic beyond any one's expectation when it came.

The Boston Newspapers.

For one thing be it recorded that the newspapers accorded to the gathering something of the importance it deserved. Boston papers are odd, with their rabid sensationalism and their almost morbid fear of giving free advertising to anybody who ought to pay a dollar a line. But in case of this convention they evidently saw no advertising, and they accordingly allowed their young men to make almost unlimited copy out of the visiting school teachers and their doings. The *Transcript*, as befitted its generally high standard, undoubtedly led all the others in the amount of space it gave to the association's happenings, printing whole pages of the discussions and chronicling every essential news item. The *Herald* and *Globe*, moreover, were not far behind; and in copiousness of photographic illustration quite outdid themselves. The *Munseyized Journal* was also very attentive, as were Mr. Barrett's two papers, the *Advertiser* and *Record*, while even the *Traveller* fairly surprised those who are familiar with its ordinary predilection for yellowness. The suburban press also gave a great deal of space to the convention.

Now, truthfully to any one who knows the Boston papers—who remembers, for example, how comparatively little space they devoted to the big Christian Science convention which convened just before the N. E. A. meetings began—this enthusiasm for a body of educators seems a little surprising, and not less so was the eagerness with which society (with the capital S), which in Boston is supposed to be especially exclusive and haughty, extended the glad hand to the visiting hosts. Reception, teas, and similar functions at private residences in Boston, Brookline, and elsewhere followed each

other in headlong succession. Some of these were, of course, professionally suggested, as when Mrs. Storrow, wife of Mr. J. J. Storrow of the Boston school committee, entertained a large party at the charming Storrow summer home in Weston; or as when Mrs. Mary H. Hunt, she of school temperance fame, invited delegates to a reception—at her Dorchester home. Again, what was more natural than that Mr. D. C. Heath, the great publisher, should keep open house at Heathside, which was visited by a great number of the teachers?

But many of the houses that were thrown open are lived in by people who might be supposed to be only remotely interested in the cause of education. For example, Mrs. John L. Gardner (Mrs. "Jack" as the Boston papers irreverently call her) regretted that the celebrated Venetian palace, the "Isabella Stuart Gardner Museum in the Fenway," was closed for the summer; but pleasantly entertained a party of 200 teachers at her summer residence in Brookline. And it's something of an honor to be invited by Mrs. Jack, as many a social climber in Boston will tell you. Still more amusing, as an example of the form Bostonese hospitality may take was the invitation extended by Mr. Samuel D. Warren to watch a polo game at Karlstein, his sumptuous place on the Charles river in Dedham. About 100 teachers went out there, cutting the association meetings, to watch a fast polo match between two local teams. Of course that was all right—indeed was educational in its way; but we teachers are not usually in the polo players' class.

These are only examples of many, many invitations to teachers to share briefly in the life of well-to-do Boston—an opportunity of which hundreds availed themselves very gladly. Besides these private receptions the teachers were entertained on every hand by the nation, by the city of Boston, and by all sorts of institutions, educational, philanthropic, and commercial. The authorities at the Navy Yard in Charlestown gave every opportunity to the visitors to inspect the various buildings and the warships which included the monitor *Amphitrite* and the historic frigate, "Old Ironsides." The regular weekly inspection and drill of the marines also attracted a large attendance.



First Year Class in Paper Folding and Cutting, Birmingham, Ala.—J. H. Phillips, Supt. of Schools.

The Municipality Extends a Hand.

The city of Boston among various courtesies, tendered an informal luncheon at the Somerset to about one hundred of the leading educators and committee men, Mayor Patrick A. Collins presiding. Among those present were President and Mrs. Eliot; President Butler, of Columbia; Mrs. Collins; Commissioner Harris; President Wheeler, of the University of California; President Hyde, of Bowdoin; Miss Agnes A. Erwin, of Radcliffe; Professor Sedgwick, of the Institute of Technology; President Keyes, of the American Institute of Instruction; Grafton D. Cushing, president of the Boston school committee, and Mrs. John L. Gardner. At this dinner, tho there was no formal speechmaking, President Eliot, in reply in Mayor Collins' words of welcome, made one of his simple little two-minute talks which may be worth quoting entire:

"In Boston, here, I have frequently something to do as a host; it gives me pleasure to be here as a guest, and to return the thanks of this association to the city of Boston for its recognition of the usefulness and worth of the association. When I look about me and see this beauty and luxury, my mind goes back to that time—two hundred and fifty years ago—when the work of education in Massachusetts was begun by the Puritans. It was out of their poverty that they founded the Boston Latin school and laid the foundations of a national education. And then I think of the progress of education during the last one hundred and fifty years and its legitimate result, the wealth and power that we see all about us. It is fitting that Boston should entertain the National Educational Association—Boston, the community of all the world which spends most and gives most for education. Boston has always believed in the constructive power of education, and her strength to-day is the consequence of that faith. Boston welcomes the association to much of beauty and splendor. I see here representatives of the great Public Library of Boston and also a representative of the system of metropolitan parks. These are worthy works of a democracy enlightened by education. I thank you, Mr. Mayor, for your thoughtfulness in welcoming the association to Boston at this time."

Another direction in which the city of Boston showed courtesy to the teachers was in protecting them from sharpers, many of whom, attracted by the presence of a great crowd, had made tracks for Boston. Chief Watts "flooded" the Copley Square district with inspectors and plain clothes men, so effectively that no losses were reported. In fact the visiting teachers encountered no crooks anywhere, except those in Boston's streets.

All the educational institutions of the greater city as well as the Museum of the Fine Arts made special efforts to attract the teachers. The Art Museum during the week registered more than 18,000 visitors, of whom probably ninety per cent. were N. E. A. delegates. The special exhibition of portraits by John S. Sargent undoubtedly was a great drawing card.

The Massachusetts Institute of Technology also held open house with the great advantage of having the N. E. A. headquarters within its gates. The teachers of science in particular were treated to exhibitions of mechanical engineering tests, involving a new set of experiments in the "breaking strain," and similar technicalities. The electrical equipment and the departments of architecture and of rural architecture proved to be of especial interest to most of the visitors.

Out at Cambridge.

Harvard university, of course, entertained in ways befitting its reputation for resources and hospitality. For the accommodation of visitors the university provided a corps of forty student guides, twenty-five of whom were on service which was free all day, and all of them during the afternoon. Receptions were held every afternoon at Phillips Brooks' house, presided over by a committee of thirty of the wives of Harvard professors. Several receptions were also held at the Harvard Union, and on

four afternoons of the week Prof. Nathaniel S. Shaler gave in Sanders' theater an illustrated lecture which described the university—its organization, equipment, history, and natural environment. Immediately after each lecture guides conducted those of the audience who desired about the university grounds. Special invitations were also extended to N. E. A. delegates by the Museum of Comparative Zoology, the Botanical museum, the Botanic garden, the Mineralogical museum, the Geological museum, the Peabody Museum of American Archeology and Ethnology, the Semitic museum, the Fogg Art museum, the Germanic museum, the Astronomical observatory, the Arnold arboretum and many other departments. On one occasion a young guide handled a party of 250 so effectively and so entertainingly that at the close of the afternoon the party unanimously gave him a vote of thanks and a series of ringing cheers. In general the guides made themselves highly popular with their parties. Enrollment of teachers for the classes at the Harvard summer school went busily on during convention. Just how large the attendance will be cannot at this writing be predicted; but it will undoubtedly go far beyond the one-thousand mark. It is estimated that about 25 per cent. of the delegates from without New England will remain over until late in August, and of these the Harvard summer school will, of course, get a large proportion.

Not only educational institutions, but all manner of other characteristic Bostonian enterprises endeavored to make the teacher's stay a pleasant one. Among the department stores the Jordan-Marsh Company was prompt in offering the privileges of its special waiting room. Other merchants sought to attract the women delegates to the fascinating shopping district.

In quite another direction we find the Fore River Ship and Engine Company of Quincy Point welcomed a large party which came down to look over the protected cruiser Des Moines, now fitting out, and the two great battleships Rhode Island and New Jersey, still on the stocks.

Inspecting Ocean Steamships.

Above many other attractions the port of Boston, as predicted in a recent article in THE SCHOOL JOURNAL, proved very fascinating to the teachers, many of whom here saw the ocean for the first time. The Dominion and Cunard steamship lines both extended hospitality. It happened fortunately that the "New England," one of the crack ships of the former line, was at her dock in Charlestown during the first few days of the convention, so that a series of afternoon receptions was possible, and on the day the "New England" sailed for Liverpool a great number of delegates interviewed for the first time the inspiring sight of a transatlantic's departure. Midway in the week the "Ivernia," of the Cunard line, one of the two largest vessels plying on the Boston service, entered her dock at East Boston and was on inspection on Friday by special invitation of Mr. Alexander Martin, agent of the line.

In various other ways the teachers from distant inland points showed their appreciation of sea-swept Boston. Thousands visited the state bathing-beaches at Revere and Nantasket. A single excursion to the latter beach, the munificent gift of Mr. Augustus Hemenway, carried 750 enthusiasts on board the steamer Miles Standish, down to the sea sands. Again on Saturday a large party made a tour of inspection among the municipal bath-houses, conducted by Dr. Laura Hughes, medical director of this department, and James L. Walsh, physical director. The Marine Park at City Point, South Boston, also was discovered by a number of Westerners who proclaimed it the finest recreation ground of its kind in the world. Many went boating from this park. Many others also were tipped off to the effect that they should not leave Boston without a glimpse at the aquatic life of the Charles river; they accordingly went canoeing.

General Sight Seeing.

Besides accepting all sorts of special invitations the visiting teachers, as the week progressed, were found

reaching out boldly on their own initiative from the near known, represented by Copley Square and its environs, to the distant unknown which appeared to be Brookline, Concord, Salem, Plymouth, Provincetown, etc. Concord and Lexington undoubtedly drew the heaviest crowds; the number visiting the former place being estimated at 10,000. Well-known Concord people, like Miss Ellen Emerson, daughter of the philosopher, and Mrs. Daniel Lothrop (Margaret Sidney), the writer and publisher who now lives in Hawthorne's old house, entertained great throngs of the N. E. A. pilgrims.

Salem for some reason did not draw so well as had been anticipated, tho about 3,000 visitors were in town during the week. Sixteen high school boys acted as guides, conducting good sized parties to Essex institute, the Peabody Academy of Science, the Phillips grammar school where "esthetic and educational decoration of the wall space in school-rooms was begun under the direction of Ross Turner;" the Roger Williams house, and other interesting places. The relics of the witchcraft delusion are said to have amused the teachers beyond anything else in old Salem.

Plymouth, of course, always a favorite with tourists, was thronged with educators all the week, the steamboat accommodations being played to a standstill and all train and trolley services crowded. Probably fewer than had been hoped made the delightful voyage to Provincetown, but certainly those who went to the quaint old jumping-off place felt themselves well repaid for the time thus spent. Elsewhere on the coast, North Shore and South Shore—Nahant, Beverly, Manchester, and Gloucester, or Weymouth, Hingham, Cohasset, and Marshfield—educators swarmed in large parties and small. In fact, the vacation resorts of Eastern Massachusetts must have entered into serious competition with the convention meetings; tho beyond doubt the historical and other pilgrimages were more valuable to the average teacher than listening to papers that can be read later.

Impressions of Delegates.

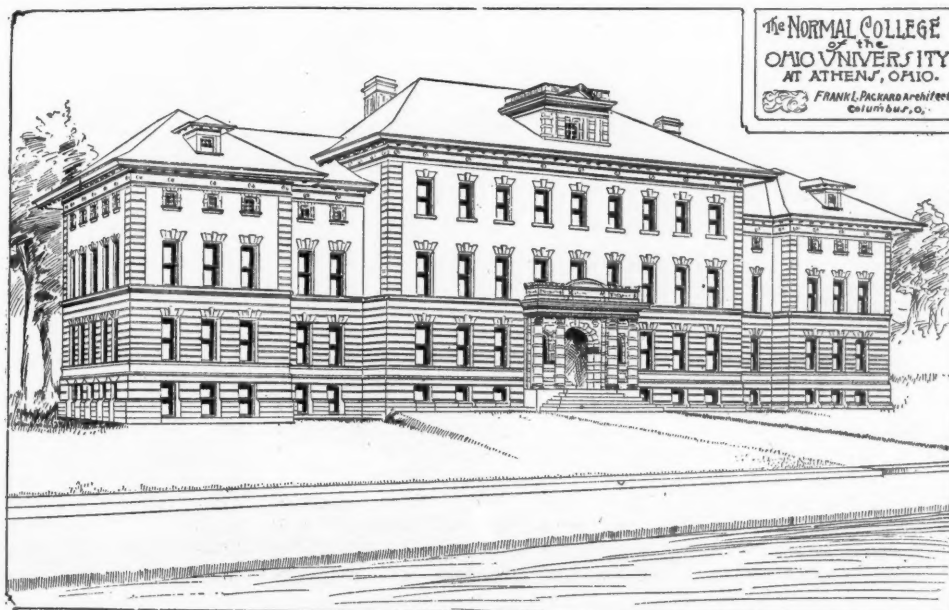
The Boston *Herald* on July 12 published several columns of short interviews with leading educators in attendance at the convention. To quote from them at length would be obviously beyond the scope of THE SCHOOL JOURNAL. It may be interesting however, to record a few of the generalizations that appear in interview after interview. One fact that seems to have astonished Western and Southern visitors—for it is referred to by such men as Pres. B. F. Capell, of Potter university; Dr. G. W. A. Luckey, of Lincoln, Neb.; Mr. James S. Curry, of Cleveland, O.; Prin. J. A. Bivens, of

the Charlotte, N. C., high school; Pres. J. N. Wilkinson, of the Kansas state normal; Pres. A. J. Matthews, of the Territorial Normal school, Tempe, Ariz.; State Supt. Thomas J. Kirk, of California, and at least a score of others—is that the far-famed frozen manner of dyed-in-the-wool Bostonians is only a myth of the joke-smiths, and that the cordiality and hospitality of the Hubbites are in reality their most striking characteristic. Another feature of the greater Boston which impressed most of the educators who were interviewed was the remarkable extent to which civic improvements have been carried. The cleanness of the streets—a department in which most Bostonians probably did not realize that their city is strong—is frequently referred to, and the park system comes in for well-deserved eulogiums. Probably the opinions of thousands of the delegates may be summed up in this of Prin. S. A. Underwood, of the Kansas City high school: "One is very profoundly impressed with this city of Boston, not only by the appearance of her streets and public buildings, but by the way in which she has worked out the problem in preserving the harmony that should exist between nature and artificial construction in the erection of her buildings, the laying out of her fine streets and avenues and the planting of their shade in the location of the trees. That harmony which should exist between nature and art has been preserved in Boston in a way that I have never seen carried out in any other city. It is a problem which we are now at work upon in Kansas City on much the same lines as those adopted in Boston. We have our great park of 1,400 acres and we have our parkway and boulevard system. We shall hope to obtain the same degree of success in the end as has Boston to-day. I consider it to be the most artistic city in the country."

The other Bostonian specialty that the delegates are most nearly unanimous in praising is the street transportation system, involving the subway-elevated and the radiating network of trolley lines. As Chancellor MacCracken, of New York university, said: "The new thing in Boston which has impressed me is the levity of your amphibian elevated, which seems equally at home among the things in heaven and the things under the earth."

Again State Supt. Kirk, of California, said: "Your railways, your streets, and one thing above all others, your great subway impress me most. I have never seen such an admirable railway service in any city that I have been in. Two or three times when heated I have gone below into the subway just to cool off. The transfer system surpasses anything I have known elsewhere."

Other civic features which naturally enough excited



admiration among the teachers who talked for publication are the uniform politeness of the policemen and street railway employees; the number of the literary associations clustering about the town; the value generally of the historical asset; the weather which was, as regularly occurs during convention week, torrid enough to make delegates from Alabama and Arizona glad to go back home to cool off.

Character of the Meetings.

As for the convention meetings themselves, the synopses of addresses, as printed in THE SCHOOL JOURNAL, will tell most of the story. The attendance and enthusiasm were satisfactory, considering the weather and the attractions of the environment. Practically everything went off as scheduled. On one occasion a little friction arose among the delegates from Florida, but President Eliot's tact promptly restored good nature.

One other exciting incident occurred. The educators have probably not yet stopped talking of the impassioned protest made by Miss Margaret Haley, of Chicago, against the resolution offered at the Huntington Hall meeting on Wednesday, providing that the power to name the committee on nomination be placed in the hands of the president instead of having the members thereof chosen by the delegation from the various states. How Miss Haley herself regards the outcome of this contest appears in her reported utterance at the Catholic Union reception of July 9. She said; "We are fighting for democracy. It is not a fight for the teachers merely, or for women, or even for the children, but for humanity. It is not only for Chicago, but for Boston and the nation. I carry back with me the glad message of appreciation to the teachers of Chicago for what they have done. The movement this afternoon is only a single manifestation of a tendency toward autocracy and concentration of authority. Democracy is the basis of our institutions, and if they are to be preserved there must be democracy in education. Should this fail, then would come a long, black night."

Next Year.

The newly-elected president of the National Educational Association is John W. Cook, of Illinois. McHenry

Rhoades, of Kentucky, was chosen treasurer. The Missouri delegation started a lively agitation for St. Louis as the only possible candidate for next year's convention. Seattle is also being considered.

Directors were elected as follows: Alabama, J. W. Abercrombie; Arizona, A. J. Matthews; Arkansas, John H. Hinemon; California, Thomas J. Kirk; Colorado, I. C. Greenlee; Connecticut, Charles H. Keyes; District of Columbia, Alexander T. Stuart; Georgia, W. W. Slaton; Idaho, May L. Scott; Illinois, Catherine Goggin; Indiana, T. A. Mott; Indian Territory, J. D. Benedict; Iowa, A. B. Storm; Kansas, J. W. Spindler; Kentucky, E. H. Mark; Louisiana, Warren Easton; Maine, J. S. Locke; Maryland, M. Bates Stephens; Massachusetts, Louis B. Nash; Michigan, D. W. Springer; Minnesota, W. F. Kunze; Mississippi, E. E. Bass; Missouri, Ben Blewett; Montana, Oscar J. Craig; Nebraska, Edwin J. Bodwell; New Hampshire, Channing Folson; New Jersey, John Enright; New York, A. S. Downing; North Carolina, Lydia A. Yates; North Dakota, W. E. Hoover; Ohio, W. H. Kirk; Oklahoma, Andrew R. Hickam; Oregon, E. D. Ressler; Pennsylvania, J. W. Lansinger; Rhode Island, W. B. Jacobs; South Dakota, C. M. Young; Tennessee, D. J. Johns, Jr.; Texas, A. Caswell Ellis; Utah, W. J. Kerr; Vermont, Walter E. Ranger; Virginia, F. J. Jarman; Washington, F. B. Cooper; West Virginia, Lucy Robinson; Wisconsin, L. D. Harvey; Wyoming, Estelle Reel.

The national council of the N. E. A. made an excellent choice of presiding officer for the next year by electing Mr. Frank A. Fitzpatrick, formerly superintendent at Omaha, now at the head of the Boston department of the American Book Company. Associated with Mr. Fitzpatrick are: Vice president, Joseph Swain, of Pennsylvania; secretary, James Van Sickle, of Maryland; member of the executive committee, Miss Anna Tolman Smith, of Washington, D. C.; membership committee, Albert G. Lane, of Illinois; W. T. Harris, of Washington, D. C.; and Frank A. Fitzpatrick, of Massachusetts; committee on investigations and appropriations, James M. Greenwood, of Missouri; Frank A. Fitzpatrick, of Massachusetts; Elmer E. Brown, of California; and William R. Harper, of Illinois.



Cooking School, Seventh and Eighth Grades, McKinley Building, Lincoln, Neb.

How the Publishing Interests Entertained.

A long article should properly be written on the entertainment offered to teachers by the great publishing houses whose main or branch offices are in Boston. The abolition of commercial exhibits from convention buildings really put the local houses at something of an advantage, for they invited the delegates, as it were, to their homes.

Beyond question the munificence of the two great houses of Ginn & Company and Houghton, Mifflin & Company will long be specially remembered—if for no other reason, because of the valuable—one may say, invaluable—guide-books which they distributed gratis to every visiting member of the N. E. A.

The heralded Ginn guide-book, written by Mr. Edwin M. Bacon, perhaps the most competent living authority in matters of Boston history and geography, was found to be a handsome book of 120 pages; "an historical itinerary, a progress from past to present," as the preface states. In mechanical execution it could hardly be bettered, and the contents certainly justify the publishers' claim that it is "the standard Boston guide-book." Armed with it many a teacher was able without help to make interesting little journeys to important places; and to everybody, including the teachers from eastern Massachusetts the information contained in the book in most readable form, must have proved exceedingly interesting. Indeed this book of Mr. Bacon's is one that will be found in educators' libraries for many years to come—a pleasant and valuable souvenir of the N. E. A. convention of 1903.

In another direction the Ginn activity was equally pleasant, and helpful. Besides receiving almost countless visitors at the Beacon Street offices—on the site, as we know, of the famous home of John Hancock—the Ginn management under the able generalship of Mr. A. H. Kenerson, was busily engaged all the week in sending parties of educators out to the Athenæum Press, Cambridge, where you may see every process of book-making—composition, engraving, electrotyping, printing, and binding. This was a chance—coupled with a charming lunch proposition—which teachers eagerly snapped up, making it a lively undertaking to furnish carriages enough to take all who applied. On the first day of the convention perhaps one hundred people went out to the Press; on the next day about 400; and after that an average of about 500 daily. All received a handsome souvenir booklet containing descriptions and pictures of processes, etc.

The Houghton-Mifflin guide-book, as befits the character of this honored house, is devoted to "Literary Landmarks of Boston." It is the work of Mr. Lindsay Swift, of the Boston public library, and an admirable compilation it is. Surely in future no visitor to Boston, whether school teacher, merchant, minister, or writer, can afford to prowl about the queer London-like streets on Beacon Hill or the broad avenues of the Back Bay without taking the handbook along. Uninstructed you walk thru Pinckney street or Louisburg square and see merely an aggregation of queer old houses; but with Mr. Swift's book in hand what illumination, what added pleasure! You may then fare from street number to street number learning that in almost every other house of these literature-devoted wards some capable writer lived in the golden days, or still lives, for Boston's literary glory has by no means all of it departed. It is a great boon to the pilgrim to be able so readily to pick out not only the houses where Holmes, Prescott, Motley, Parkman, Channing, Louisa Alcott, Charles Sumner, and a host of other departed authors lived, but also the present residences of Arlo Bates, Judge Robert Grant, Thomas Bailey Aldrich, Margaret Deland, Louise Chandler Moulton, Edward Everett Hale, Henry Demarest Lloyd, the two Doles (Nathan Haskell and Rev. Charles F.), and many others of the people who are now writing books and magazine articles.

Mr. Swift's book is of about sixty pages and is certainly of more than ephemeral interest.

Houghton, Mifflin & Company, besides presenting the teachers with this admirable handbook, did their full share of entertaining in other ways. A steady stream of superintendents poured all the week into the editorial quarters where Mr. H. N. Wheeler and Dr. Albert Leonard served as hosts, while down stairs in the artistic book-room were J. D. Phillips and other gentlemen who entertained grade teachers by the hundred. No. 4 Park street was indeed a lively center for several days. Large parties were also sent out to the Riverside Press, in Cambridge, the establishment from which so much good printing has gone forth.

The other Boston publishers were not behindhand in the work of entertainment. At two centers in especial—110 Boylston street, and 116 Summer street—the teachers found an almost bewildering display.

The former number stands for the Walker building which is said to contain more publishers than any other structure in the United States. Practically all, even those which do not handle text-books kept open house. The pleasant rooms of D. C. Heath & Company naturally attracted a great many of the attendants. Those, too, who visited Mr. Heath's private residence were gloriously entertained. In the same building the Prang Educational Company had its rooms tastefully arranged for the reception of guests. Miss Ruth E. Gould did the honors of the occasion, assisted—at times—by Mr. W. E. Cochrane, Eastern manager of the firm. An exhibition of work from North Tonawanda, N. Y., formed part of the Prang entertainment and proved well worth seeing. D. Appleton & Company were represented by Mr. W. Stuart Walker and the Milton Bradley Company had called in its agents from all over the country to enjoy convention festivities. One of the most attractive exhibits was that of the Dixon Pencil Company who, besides showing all manner of drawing media, had also a collection of work done by pupils in Brooklyn public schools—an admirable way of attesting the value of the Dixon pencils. The non-text-book houses, such as W. A. Wilde & Company, the Essex Publishing Co., Virtue & Company opened their doors and gave out circulars and announcements to anybody interested.

At the Summer street establishment of J. S. Hammett & Company you might have seen all manner of arts and crafts' material; basketry performed at Deerfield or lent by Mr. G. Wharton James, he of the Grand Cañon fame. Here, too, was Mrs. Todd, of Minneapolis, with a large display of her celebrated looms which have so often been mentioned in *THE SCHOOL JOURNAL*. And at this address, of course, were the various teachers' books and helps provided by E. L. Kellogg & Company and A. Flanagan Company. The honored Boston house of Little, Brown & Company was also on the spot with a good showing of supplementary books. All told, 116 Summer street was a good place for teachers to go to during convention week.

The American Book Company, besides its handsome quarters at 93 Summer street, opened a large parlor at the Hotel Brunswick where Mr. Fitzpatrick's assistants rendered all possible aid to teachers looking out for the books published by this great house. Mr. Green, business manager of the A. B. C., was present at the convention, receiving his friends at the Brunswick.

A recommendation for an appropriation of \$1,500 for a committee to look into the economic status of teachers thruout the country was adopted by the N. E. A. The committee consists of Carroll D. Wright, William McAndrew, Professor Giddings, of Columbia; Annie Tolman Smith, of the Bureau of Education; Catherine Goggin, of the Teachers' Federation, and Professor Adams, of the University of Pennsylvania.

A Plan for Selecting Teachers for Increase of Salary.

By Supt. J. H. Van Sickle, Baltimore.

Beginning with September, the salaries of 150 teachers in the Baltimore schools will be increased. The plan under which these teachers were selected, and which is described below, is one that must, I believe, serve a decidedly broader purpose than to test the ability of the few who can be included in the advance at any one time. In general it may be said that the Baltimore teachers are, at the present time, second to none in professional activity. The public is appreciative of their efforts, and there exists in our city a very fine public spirit both as to better salaries and to better school buildings.

From the report of the committee on rules of the board of education, made in June, 1902, I quote the following:

One hundred of the assistants of the elementary schools apportioned among the groups shall receive salaries of \$600 per annum. This number shall be composed of such teachers as have been five years in the service, who shall be recommended by the superintendent for the increase by reason of their efficiency, ascertained by some method to be adopted by him. This increase will be paid only when the salary account, in the judgment of the board, will justify it.

From a later report of the same committee, the following:

1. The teachers must have taught in the public schools of the city at least five consecutive years.
2. They must be nominated for the increase by the unanimous vote of the superintendent and the assistant superintendents, based upon their efficiency.
3. Each one of them must pass a satisfactory examination in some one subject to be selected by the applicant from an appropriate list of subjects to be chosen by the superintendent.
4. The superintendent shall make an annual report to the board as to the work of the teachers thus selected, and the board shall determine from year to year which teachers shall be entitled to remain upon the list.
5. The teachers thus selected shall be entitled to receive this additional salary when the appropriations made by the city for the salaries of teachers shall, in the judgment of the board, permit.

Shortly after the adoption of these rules, I sent to each principal a letter containing the following request:

Please furnish me, at your earliest convenience, the names of a few of the most efficient teachers in your group who have been teaching not less than five years in Baltimore, and who are receiving salaries less than \$600 per year. Arrange the names in the order of merit. In no case should a list contain more than ten names.

At that time there were on file three reports on the efficiency of teachers and there were also reports made out by the teachers themselves in December, 1900, giving in detail the following facts: (a) education; (b) special training, if any; (c) experience in teaching, if any, before appointment in Baltimore; (d) date of appointment in Baltimore; (e) special courses of study pursued since appointment. These personal reports were carefully examined. The principals' lists were compared with the reports already on file, and changes in rating, where any had been made, were carefully inquired into.

The following directions have for two years been regarded by principals in reporting the efficiency of teachers. Rules of similar import are now followed in most large cities. They are not peculiar to us.

Suggestions on Estimating Efficiency.

A—PRACTICAL EFFICIENCY.

Management of Children.—This includes what is usually called the discipline of the room, and also the general influence of the teacher's management on the development of character. Both the results and the methods of a teacher's management of the children should be taken into consideration. There may be, on one side, good order not based on fear of punishment, but brought about by a strong teacher's kindly influence over her pupils, and, on the other hand, there may be strict order attained by an unnecessary frequency of cases of discipline, and a manifestation of caprice or unnecessary harshness.

Instruction.—A teacher's power to instruct should be judged both by the results accomplished and by the educational value of her methods of teaching. The principal should take into consideration the influence which her instruction has on the development of the children's intelligence, interest, self-activity, and progress.

Attention to Details of School Business.—This includes the teacher's regularity of attendance (tardiness), accuracy and neatness of record work, promptness in required reports, readiness to carry out directions (co-operation), the neatness of the room, and similar matters.

B—PROFESSIONAL QUALITIES.

Scholarship.—This includes the academic education received by the teacher, the general information which she possesses and preparation for her special work.

Professional Interest and Zeal.—By this is meant the desire for self-improvement, the habit of reading good literature, and of using the means of self-culture, which, thru lectures and otherwise, the city offers. It includes professional progressiveness, attending teachers' meetings, etc.

Personal Qualifications.—This report should show the general estimate which the principal places on the value of the presence and assistance of the teacher as a member of the faculty of the school. It includes the teacher's tact in dealing with parents, pupils, and associate teachers, and her general influence.

An entire month was spent by superintendent and assistant superintendents in a final inspection of the work of teachers recommended by the principals in reply to the letter quoted above. In a few instances, after consultation with the principal, a list was revised by re-arrangement of some of the names as to relative merit. Our visits were not limited to the teachers on the principal's final list.

As soon as our inspection of school-room work was completed, each principal received the following letter:

Dear Sir—As you are aware, the salaries of one hundred of the most efficient teachers of the city, who have been five years in the service, and who now receive less than \$600 per year, are to be advanced to \$600, practically a twenty per cent. increase. The increase is to be based on merit, determined chiefly by inspection of regular school work; but partly by an examination in one subject, to be chosen by the teacher from an approved list of subjects.

The examination may be (a) written, in answer to set questions, subject to the usual limitations of time and place; or it may take the form (b) of an oral discussion of a paper of not fewer than 1500 words prepared for the purpose. Reasonable time will be allowed for the preparation of the papers.

Your judgment of the merit of the following named teachers is approved by assistant superintendent and superintendent. I shall be glad, therefore, if they desire it, to present their names to the board, as soon as the final condition, (a) or (b) has been successfully met:

Should any paper be rejected, the examiners will not feel at liberty to disclose the fact except to the one concerned. In no case will any name be published before favorable action is had upon it by the board.

Please notify me as soon as possible, preferably within three days, whether in each case the nomination is desired. Please give me at the same time each teacher's choice of subject. Also, indicate in each case whether plan (a) or plan (b) is preferred.

List of Topics.

Accompanying the above letter was a list of topics, made out in accordance with the board's rule, as follows:

1. Froebel's Laws Applied to Primary School Work.
2. Educational Value of Plays and Games.
3. Individuality in Class Management.
4. Flexible Grading.
5. Group Teaching.
6. The Bad Boy Problem.
7. Indirect and Direct Moral Training.
8. A Discussion of Herbert Spencer's Educational Theories.

(Any other great name may be substituted, as Herbart, Rousseau, Pestalozzi, Montaigne, Comenius.)

9. My Method of Teaching _____, together with the Educational Principles upon which My Method is Based.

(The blank may be filled with any school subject in which the teacher is specially interested.)

10. Conditions Favorable to the Best Intellectual Development of the Child.

11. The Scope and Purpose of Authority. In School is it Limited, as Bosanquet holds for the State, to "Hindering Hindrances to the Best Life?"

12. Essential Differences in Ideals of Old and New Educational Regimes.

13. Conditions of Modern Life an Index of Requirements in the School.

14. Reciprocal Relations of Formal and Culture Studies.

15. Psychological Value of the Arts as Material for Study.

16. Development of Social Sense in School Life.

17. Humanistic Values and Technical Values in Nature Study.

18. The Basis and Purpose of Correlation.

19. Psychological Value of Hand Work.

Excellent school-room work has been considered the prime requisite for these nominations. Competition in this direction, it is evident, was open to all. Since, however, the examination was to be upon a subject of the teacher's choice, and since many subjects were sure to be chosen, there could be no competition in the presentation of papers, there being no exact way of judging the relative merit of papers on widely different topics. It must also be remembered that an excellent paper is not the first consideration. Many teachers whose school-room work is ordinary, or even below mediocrity, are able to prepare good papers; their theory outruns their practice. It is better for any school system that teachers wait for promotion till their practice overtakes their theory.

One hundred invitations were issued. Seven were declined. Seven additional invitations were thereupon issued and accepted. In every case plan (b) was chosen—the thesis and its defense. In the list of those invited are teachers of all grades, from the first to the eighth. It is one of the merits of our plan that it encourages a teacher to earn promotion by study and effort, which will continually react beneficially upon the class which she is engaged in teaching, whether it be of high grade or low. Promotion does not mean going from a low grade to a higher one. Moreover, the hope of promotion does not divert the attention of the teacher of a primary class from the work before her, but enhances her interest in her present work, wherever that may be.

The following suggestion was made with regard to the preparation of papers: "In the preparation of papers, teachers should feel free to consult and to quote authorities, giving proper credit in marginal notes. Originality, in the absolute sense, is not so much expected as grasp of the subject and reasonable constructive power."

We did not want any attempt at "fine writing," but we did want evidence of the possession of ideas, and of the ability to express those ideas in clear and concise English. The papers, as a rule, were of more than ordinary merit.

Each paper was read by the three members of the examining board, notes being made as a basis for questioning. Every candidate spent from twenty to forty minutes in an oral examination, each member of the examining board questioning the teacher carefully upon some phase of her subject, including the books or articles quoted. We thus came to know the woman behind the paper, and the knowledge of merit thus attained will serve as a guide in future promotions to higher positions; indeed, it has already served this purpose in no less than nine instances.

It is not an easy thing to determine the relative efficiency of teachers; yet, when considerations such as those by which we have been guided are carefully followed, the result cannot be far from correct. Enemies of civil service reform allege that examinations do not examine; and its best friends readily admit that there are many important elements that the ordinary written examination fails to take account of; still, it is safer than unchecked personal preference. We use it in admitting substitute teachers to the graded list for a trial year. After a successful trial year the teacher is appointed. By your present rules, every teacher has, from the date of appointment, an incentive to do such good work as to merit recommendation for the advanced salary. By the plan of selection here described we have an additional test of merit which is free from some of the imperfections of the ordinary examination, and, therefore, more conclusive.

Undoubtedly, there are some in the service who think their merit superior to a number of those who have been invited to prepare papers. But it must be remembered that these critics have not had the opportunity, as have the supervising officers, to see the school-room work of the teachers in question. I believe that there has been less dissatisfaction with a plan which limits invitations to the number for whom the increased salaries are available than there would have been with a plan which would invite a larger number of papers, many of which would necessarily be rejected.

A handsome and commodious building has just been erected in London for the use of sailors and is named the Sailors' Palace; in it is a room equipped by American women for the use of American sailors. We wish to ask right here whether there is in the city of New York, Boston, Philadelphia, or Chicago a building corresponding to this for teachers. Of course all know there is not. But should there not be? The profession will not prosper that does not feel an interest in its aged members.



Vernon Street School, Northampton, Mass.—J. H. Carfrey, Superintendent of Schools.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING AUGUST 15, 1903.

With us in the states rural education reform is making encouraging progress, tho we are much hampered by the lack of proper centralization in planning and carrying on the work. Several commonwealths are doing splendidly, notably Illinois, Wisconsin, Minnesota, Michigan, Nebraska, and Iowa. But there is nowhere visible as comprehensive a scheme as that put in operation by our Canadian cousins, which was recently described in these columns. Some of the industrial problems involved in the movement have been emphasized on various occasions by the Hon. James Wilson, Secretary of agriculture. He insists that the education supplied to rural communities ought to be more closely adapted to the practical needs of the farmers. He would have agricultural training carried from the first school year thru secondary schools and colleges to the university. The courses of study for rural schools should be revised so as to include subjects which affect the daily life of farmers in the most direct way. Thus, practical farm and garden work should certainly occupy an important part in the daily program.

In Memory of Mr. Rooper.

A few extracts from an account of the life-work of the late T. G. Rooper, taken from the *Practical Teacher* (London) will be of interest. To American teachers Mr. Rooper was widely known thru his writings, but abroad he was best known for his sympathetic, indefatigable work for the schools under his special charge.

Thomas Godolphin Rooper, who died May 20, 1903, was born in 1848. His early education was received at Harrow, whence he proceeded to Balliol college, Oxford, graduating in 1872. After spending five years as tutor to the present Duke of Bedford he was appointed inspector of schools. For a few years he was in the Newcastle district, where he very soon gave evidence of exceptional knowledge of educational questions. He was later transferred to Bradford, where he labored during a large part of his official life.

By his marvelous tact, gentle persistency, and quiet dignity, he managed to hold his own with, and even to win the admiration of, the sturdy, independent, and forceful dwellers in and around Brontë land and the Pennine dales. He threw himself heart and soul into every movement for the advancement of education, and was soon looked up to as the leader of educational thought in his district.

Taking the broadest view of the duties of his position he spared neither money nor time in encouraging all workers in the educational field. He organized exhibitions; offered prizes to teachers for originality in teaching methods, and brought the best men to lecture on educational subjects. Pupil teachers' classes sprang up in various centers, and the untrained teacher was encouraged to attend a certificate class for which Mr. Rooper made himself financially responsible.

He was especially sympathetic with those teachers who worked in the slums, and many a poor Bradford waif was, during the long vacation, by his kindly forethought, given a week's holiday at his Harrogate residence.

It was such work as this, continuing for many years, which was instrumental in gaining for Bradford its high educational reputation. In 1895, he was transferred to Southampton, to the intense regret of all who knew him.

Mr. Rooper was an ideal inspector. He fully believed in placing confidence in the teachers. In his relations with them he was ever sympathetic, suggestive, and inspiring. He was especially interested in manual training

of all kinds, nature study, and geography. He has written many thoughtful and original essays upon various educational subjects.

As a man, he worshipped the highest ideals. How great and inspiring was his everyday life all privileged to work with him can testify.

N. E. A. Principles in 1903.

The principles adopted by the N. E. A. were briefly summarized in THE SCHOOL JOURNAL of July 18. The declaration in full, as given below, is of deep interest, as showing what are the prominent educational questions of the day, and also the standing of our great national body upon these questions. The principles are:

1. The United States bureau of education has amply proved its usefulness to the nation. Its publications are standard works of reference for school officers and teachers everywhere. The bureau of education should be made an independent administrative department, such as were the departments of agriculture and of labor before their elevation to cabinet rank. Sufficient appropriations should be made by the Congress to enable the commissioner of education to extend the scope and add to the usefulness of his work.

2. The condition of affairs in the Indian territory, where fully three-quarters of the population are reported as being without schools for their children, demands the immediate attention of the Congress. Provision should be speedily made by which the people of the Indian territory will have power to establish and carry on a system of public schools so that all classes of citizens in the Indian territory may have the educational opportunities which are enjoyed by their fellow-citizens in other parts of the country.

3. Teaching in the public schools will not be a suitably attractive and permanent career, nor will it command as much of the ability of the country as it should, until the teachers are properly compensated and are assured of an undisturbed tenure during efficiency and good behavior. A large part of the teacher's reward must always be the pleasure in the character and quality of the work done; but the money compensation of the teacher should be sufficient to maintain an appropriate standard of living. Legislative measures to give support to these principles deserve the approval of the press and the people.

4. The true source of the strength of any system of public education lies in the regard of the people whom it immediately serves, and in their willingness to make sacrifices for it. For this reason a large share of the cost of maintaining public schools should be borne by a local tax levied by the county or by the town in which the schools are. State aid is to be regarded as supplementary to, and not as substitute for, local taxation for school purposes. In many parts of the United States a large increase in the amount of the local tax now voted for school purposes, or the levying of such a tax where none now exists, is a pressing need if there are to be better schools and better teachers.

5. The highest ethical standards of conduct and of speech should be insisted upon among teachers. It is not becoming that commercialism or self-seeking should shape their actions, or that intemperance should mark their utterances. A code of professional conduct, clearly understood and rigorously enforced by public opinion, is being slowly developed, and will doubtless one day control all teachers worthy of the name.

6. It is important that school buildings and school grounds should be planned and decorated so as to serve as effective agencies for educating not only the children but the people as a whole in matters of taste. The school is becoming more and more a community center, and its larger opportunities impose new obligations. School buildings should be attractive, as well as healthful, and the adjoining grounds should be laid out and planned with appropriateness and beauty.

7. Disregard for law and for its established modes of procedure is as serious a danger as can menace a democracy. The restraint of passion by respect for law is a distinguishing mark of civilized beings. To throw off that restraint, whether by appeals to brutal instincts or by specious pleas for a law of nature which is superior to the laws of man, is to revert to barbarism. It is the duty of the schools so to lay the foundations of character in the young that they will grow up with a reverence for the majesty of the law. Any system of school discipline which disregards this obligation is harmful to the child and dangerous to the state. A democracy which would endure must be as law-abiding as it is liberty-loving.

A Children's World's Fair.

In November, 1903, there will be opened in St. Petersburg an international exhibition, "The Child's World," under the protection of the Dowager Empress Mary Fedorovna. The exhibition will last two months. There will be assembled all that can be found of interest or useful concerning the moral, physic and intellectual education of childhood and youth. An exhibit will be made of school furniture, apparatus, maps, pictures, books, and magazines for children, etc. During the exhibition two official congresses will take place in St. Petersburg, the members of which have much to do with pedagogical and hygienic questions. Festivals for children and conferences for parents will be arranged. Those wishing to take part in the exhibition will send admission request to the Russian Commercial Agency in London.

Rules for Exhibitors.

The object of the exhibition will be to give as complete a picture as possible of the child's life, his nourishment, dress, instruction, physical and moral education, and all the surroundings.

The exhibition will be open for at least two months. There will be separate announcement of the opening and closing day.

The price for places at the exhibition is fixed at 6s. per square foot on the floor and 4s. per square foot on the wall; the sums paid by the exhibitors for the places are to be reckoned by six full-square feet.



Dr. John W. Cook,
President, Northern Illinois State Normal School,
DeKalb, Ill.
President of the National Educational Association for 1903-4.

Payment for places must be paid by the exhibitor immediately on receiving from the office information about admission to the exhibition and the allotment of the place; three weeks after the information the exhibitor will be considered as having refused to take part. The office will give receipts for the money paid and this money will not be returned under any conditions.

The office of the exhibition sends gratis to all desirous of taking part in the exhibition the indispensable printed matters (admission lists, bills of lading, rules, tickets for the boxes, etc.).

The arrangement of show cases and other adaptations of the kind must be made by the exhibitors or their agents. If the exhibitor has no show case of his own he can authorize the office to arrange such a one, at a price per agreement. The design of the show cases and the plan for the disposition of the exhibits must be approved by the office.

The committee of the exhibition will provide the general decoration, heating, and lighting; the ornamentation and supplementary lighting of separate show cases and adaptations for the exhibits will be at the expense of the exhibitors and their agents or may be executed by order of the committee at the expense of the exhibitor.

The carriage of exhibits to the exhibition is at the expense of the exhibitors. The unpacking and placing of the exhibits, the insuring enroute and during the exhibition as well as the packing and transport must be done at the exhibitors' expense. The administration of the exhibition will make no payments whatever upon delivery.

The exhibits must be addressed: St. Petersburg, the Tauride Palace, the Exhibition "The Child World," and must be delivered on or before Oct. 1, 1903.

Show cases must be delivered at the place of the exhibition quite ready to set up. Places unoccupied a week before the opening of the exhibition will be considered free and at the complete disposal of the office.

The importation of foreign exhibits is effected by permission of the minister of finance free of duty on condition of their being exported from Russia within two months after the close of the exhibition. For exhibits sold at the exhibition and for all the things left in Russia duty will be collected at the established rate.

The exposed objects will be subjected, at the wish of the exhibitor, to the examination of an international jury according to rules approved by the ministry of finance, and there will be distributed for the best exhibits awards, viz., (1) an honorary diploma; (2) a gold medal certificate (a large and a small); (3) a silver medal certificate; (4) a bronze medal; (5) a certificate of merit. Awards of the first four degrees are accompanied by the distribution of a bronze medal as a model.

A Fine Nebraska School Building.

The McKinley school, Lincoln, Neb., shown in this issue, was erected last year. The building has ten school-rooms, with large halls. In the basement, rooms are finished off for manual training, including one for bench work and one for domestic science. The latter is the only line of manual training as yet fully inaugurated. There are now five classes in cooking, the work being conducted by advanced students in the domestic science department of the state university. Another room in the basement is to be fitted up for the supervisor of drawing. A carpenter's shop and closets occupy the remaining portion of the basement. There is no furnace in the building, the boiler being outside and steam conducted by pipes. The attic, which is large and well lighted by skylight, is finished for a girls' gymnasium. The cost of the building was about \$35,000.

Supt. C. H. Gordon and the Lincoln school board may well be proud of this fine building with the facilities it gives for first-class work.

School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

A School Drinking Fountain.

By STUART H. ROWE, Ph. D., Supervising Principal of the Lovell School District, New Haven, Conn., and Lecturer on Pedagogy at Yale University.

Everybody remembers his own aversion in his school days to the old-fashioned drinking cup. He never could feel that it was clean; it was frequently missing, more often badly damaged, and looked to be the dangerous article that it really was. Medical men recognized it as a source of disease, as a propagator of contagious disease and a general transmitter of germs. Various devices have been used to dispense with it. Some have advocated individual drinking cups, each child having its own; but it was often found that they were not properly cared for and were likely to become contaminated by the dirt of the school-room, and were usually mislaid. Fond parents equipped their children with folding cups, believing that they would be carefully used, but the covers were soon lost, "the thing got out of order" as the child would say, and they finally fell out of use, as our own experience will testify. Some have even gone so far as to forbid the children drinking water at all in the school, but that again seems unnecessary and an unendurable sort of hardship.

Various attempts have been made to produce something practical in the way of a school drinking fountain, but in all cases the fountain itself has been unsatisfactory in one particular or another. The principle on which school drinking fountains are all constructed is that of a jet, which shoots up from one to three inches, the children drinking from the top of the stream in much the way many of us have drunk from hose pipe when we were children. Hitherto these fountains have all shot up either out of a cup, which contained more or less water, or out of a ball-shaped knob, such as is used for horse troughs. But in the first case, the water, which shoots up from a basin, may possibly carry with it water which has come in contact with the lips of the previous drinker, and so carry the possibility of infection; or in the second case, the sharp projecting knob may result in serious injury if, as may possibly happen, children get to playing with the fountain.

The late Dr. Shaw in his book on "School Hygiene," objected to any use of a school fountain, and I once took occasion to express to him my surprise at the position he had taken. In reply, he said that he did not believe in drinking in the dark, that it was always advisable to see the water that one drank. People who used these fountains were virtually drinking in the dark because they could not see what they might be drinking.

To my reply that if the water was as bad as that, attention should be given to purifying the water rather than doing away with the drinking fountain. He said he had hoped by means of his book to bring some maker to the point of introducing a strainer, which would do away entirely with all his objections.

Besides these objections to school drinking fountains previously in use (1) that there is a possible danger of contamination, even tho it be slight, (2) that there is danger of injury because of sharp edges or projecting knobs, and (3) the absence of any feature to make it safe to drink water that could not be seen, there has also been the fact that the expense of the fountains put them beyond the means of the ordinary school. Consequently at the present time, school drinking fountains have not come into anything like general use.

The writer himself grappled with this problem and at various times had made some effort to get them installed in the schools of which he had charge, but largely for pecuniary reasons had been unsuccessful. He felt that a school fountain ought to be, and could be made, which would be absolutely perfect and

satisfy every requirement, and he felt that it could be done at a price which would make it possible for them to come into universal use. He consulted a mechanic, acquainted him with the problem, offered some suggestions, and the result has been a school fountain which is absolutely hygienic and free from all objectionable features, which can be furnished, strainer and all, for a few dollars. This fountain makes it absolutely impossible for the drinker to get water which has come in contact with the lips of a previous drinker. It includes a strainer of the very finest wire gauze, finer than that used in the common filters, so-called. Its durability makes it cheaper than drinking cups. It can be set up wherever there is a faucet or wherever water supply or drain pipe are to be had. The faucets can be retained, if desired, so that the janitor will not be obliged to go to the basement if he is on the upper floor to get water for cleaning purposes, as is the case with the others on the market. It protects the child from the pranks of his playmates, as there are no sharp edges or projecting parts. The fountain can be placed high or low, according to the height of the children, and the height of the stream can be regulated to suit their convenience. It can not be played with or tampered with to advantage. It can be set in place by any plumber. The strainer sets in the piping and the fount is screwed right down over it. The inventor has certainly taken away the very last excuse for the use of the notoriously unsanitary drinking cup. The children enjoy using this fount and may drink without fear of contamination.

There is now no reason why drinking fountains should not become universal wherever there is a city water supply. It deserves the careful scrutiny of every person interested in school hygiene and every school officer in whose schools the old-fashioned drinking cup is still to be found. Those interested in securing further information should apply to the inventor and manufacturer, Charles H. Smith, Yale Psychological Laboratory, Herrick Hall, New Haven, Conn.

Leads and Holders.

Probably the experience of most teachers with colored pencils has been decidedly unsatisfactory. The experience and a device of the "Press Clipping Bureau" may prove of assistance. The president of the company tells his story as follows:

"We tested every kind of colored pencil on the market thoroly, for we probably use more colored lead than any other concern in the world. Of course, we quickly discarded the wooden pencil—the lead breaks too easily and it is too much bother to whittle the wood. We tried the solid paper-wrapped crayon. That is wasteful, clumsy, heavy, hard on the fingers. Then we settled down to use the lead in a holder, but we couldn't find a holder that would last. They all work on the clutch or screw principle and there is no positive stop behind the lead. When the clutch loses its grip, as it will in



Exhibit of Cosmos Pictures at Teachers College, Columbia University, New York.



Pictures in the Kindergarten.

Courtesy of Cosmos Picture Co.

time, the lead keeps getting pushed into the holder and much time and patience are lost in adjusting it.

"Then we set to work to invent something ourselves and we produced a lead holder that holds and doesn't wear out. It contains a lead at each end and we forward the holders loaded. We can give you black, blue, green, yellow, or red leads. They are three inches long and the best quality we can find."

All mail orders should be addressed to the Boston office of the bureau, 68 Devonshire street.

A Rapid Typewriter.

The latest model of the Williams Typewriter embodies all that experience, inventive ability, and workmanship have been able to produce in this line of work. The Williams was the pioneer in visible writing, a feature which is more and more recognized as a prime necessity.

The work of this typewriter stands very high in its clearness and fine outlines. It dispenses with the ribbon entirely, the type resting on saturated ink pads, thus making a clean cut impression comparable only with good press work.

As to speed, the Williams can justly lay claim to the highest known. A typewriter is no faster than its slowest part, and all its parts are constructed with this idea in mind. The type-bars are of the most rapid model known, all being capable of fifteen full strokes a second, or 900 letters a minute. The carriage is ball-bearing, frictionless, and noiseless; the line-spacer and escapement are light, but in action intensely rapid.

A new feature of the latest model is the ball-bearing guide-roller which works somewhat on the principle of a bicycle wheel. The carriage can be moved in either direction with either hand, thus enabling the operator to correct errors, insert letters, and do all sorts of billing and tabulating with ease and dispatch.

The number and convenience of the marginal stops is an important factor in the construction of the machine. They are all located on the same graduated bar in front of the machine, where they are readily accessible. A marginal release key releases them by a single touch. By means of these devices a margin of any desired width can be used at either or both sides of the page, and marginal notes can be made at any point without disturbing the stops or interfering with the body of the page.

The touch and key-action are exactly the same for all the keys, they are absolutely uniform both in touch and in speed. Thus the response to the touch is elastic and light. As to line spacings, five different spacings are possible. As a manifold, the Williams is excellent since there is no ribbon to impair the stroke. The result is sharp, clean copies.

Another point of advantage is the keyboard. The standard keyboard with shift-keys is used but it is arranged in such a manner as to eliminate the necessity of shifting except for capitals. The arrangement for inserting paper is also noteworthy for its rapidity and ease of movement.

For its convenience, simplicity, and durability, in addition to its numerous mechanical advantages, the new model Williams is worth a careful inspection.

Primary Histories for California.

The following request was received too late for insertion in the last school board number.

The State Text-book Committee of California invites publishers of primary histories of the United States to send

sealed proposals for the sale or rental of the plates of such books subject to the following conditions:

"Whenever any plates, maps, or engravings of any publisher or author are adopted for use as hereinbefore provided, the state text-book committee shall enter into a contract for not less than four nor more than eight years for the use of the same, and shall require a good and sufficient bond of the owner of such plates, maps or engravings, guaranteeing that the same shall be kept revised and up-to-date as may be required by the state board of education."

The proposal to lease such plates, maps, or engravings should be a royalty proposition; that is, a fixed amount upon each volume printed and sold by the state of California.

The committee expects these plates to be placed in the hands of the State Printer, at Sacramento, Cal., at the cost and risk of the owner, and desires that all representations concerning the character and merits of the book or books in question be made in written or printed form. All proposals should be in the hands of the committee by August 15, 1903. Address, J. H. Strine, Secretary.

Fuel and Labor Economy in School Heating.

The solution of the problem of how to heat school buildings economically and secure even distribution of heat and uniformity of temperature, is found in the *Æolipyle*, a patented device for controlling and perfecting combustion.

The practice of banking fires at night, prevailing in most schools, is usually productive of the following results; almost total waste of coal burned to keep fires over night, as fire doors are left open and generally little is left of the fire in the morning but a bed of half burned carbon,—the gas generated from the fuel, equaling about forty per cent. of the heat value of same, either escapes unconsumed up the chimney at a relatively low temperature, or finds its way thru the open fire doors into the basement and then thru the building, poisoning the air and necessitating the opening of the doors and windows to drive it out;—low temperature in class rooms and halls in the morning as a logical result of fuel waste;—the necessity for the early arrival of janitor to rush fires in order to warm class-rooms for opening of morning session;—the rapid deterioration of furnace castings, as a consequence of rushing fires in morning;—the presence of a considerable amount of clinkers and unburned coal in the ashes.

With the *Æolipyle* in use the necessity for banking the fire at night is obviated, as, with the *Æolipyle* and fire doors closed and check damper open, the fire is easily controlled, no gas escapes, as it is burned in the furnace, and the quantity of coal requisite to keep fire over night gives a heat equivalent in the building for every heat unit generated, thus insuring warm rooms and halls in the morning. Economy of fuel consumption is insured, as there is no low temperature to be overcome on short time allowance. Besides the janitor's hours are shortened and his labors lightened, thus giving him more time for other necessary work.

Further economy is effected by the almost complete combustion of the fuel;—little or no cinders or clinkers appearing in the ashes.

The fuel and labor economy effected by the *Æolipyle* varies according to local conditions, but the average installation will pay its initial cost the first season in actual fuel economy besides giving more heat for a given amount of coal burned, and very uniform temperatures.

The *Æolipyle* can be readily applied to any of the various types of warm air, steam, or hot water heater used in school heating and is equally efficient on all. The company



Cosmos Pictures for School Use.

installs the device strictly on its merits, requiring no payment unless its claims are substantiated. The Aeolipyle Company's address is 237 Water street, New York city.

Inclined Elevator for School Use.

A device similar in purpose to the escalator is the inclined elevator, which may in time appear in the school buildings of cities. The inclined elevator is particularly suitable for the school building, as overcrowding is absolutely prevented.

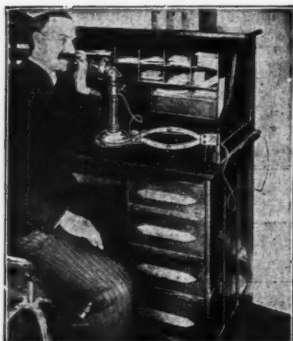
The elevator designed for single-file service is about three and a half feet wide; while for double-file service it is five feet wide. It is placed at an angle of twenty-five degrees.

The structure consists of steel framework, bolted at the top to a steel floor beam, and similarly supported at the bottom. Near the middle it is supported by a steel column. The incline consists of a series of hard-wood treads, attached to an endless chain, rotated by a sprocket wheel. The slats are covered by rubber-covered longitudinal ridges, each being three-quarters of an inch wide and an inch high. These insure a smooth and safe landing, which is accomplished as follows: The feet resting on the rubber ridges, are slid off, as they arrive at the top, upon a comb-shaped landing consisting of cast-iron prongs, which fit into the grooves separating the ridges. So perfect is this action that nothing can catch in it. At each end of the wooden slats a small anti-friction wheel is attached to insure easy and noiseless running.

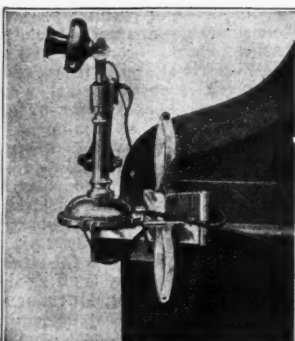
A moving hand-rail steadies the passenger. This consists of an endless steel chain of special construction, which slides in a groove in a steel bar running from one end of the machine to the other. At the upper and lower ends of the machine the moving hand-rail passes around sprocket wheels enclosed in iron casings. The chain also passes over a third sprocket wheel on the main shaft of the machine, which thus drives the hand rail at the same rate of speed as the moving platform.

A Telephone Holder.

With the many little exasperations that try the temper of even the best-natured of principals and superintendents,



In Use.



Not in Use.

a device that will add to ease in telephoning is sure of a welcome. The Chicago Telephone Holder, shown in the accompanying illustrations, is a very useful time-saver. The method of using the holder may readily be seen.



Closed Up Out of the Way.

be so securely clamped

Some of the advantages claimed for the holder by the Chicago Writing Machine Company, 94-96 Wendell St., Chicago, who manufacture it, are the following: It saves time, money, and a vast amount of annoyance. It is so simple that it cannot get out of order. It is adjustable to any position, and stays where it is put. It can be placed on either side of any kind of desk, or can be fastened to wall or partition.

The Chicago Telephone Holder is always where it is wanted; when not wanted it is out of the way. The holder does not have to be moved in opening or closing the desk. It can that it will not fall.

A History of the United States for Secondary Schools, by J. N. Larned, will soon be published by Houghton, Mifflin & Company. This history is planned for use in accordance with the recommendation of the "Committee of Seven," which assigns American history to the fourth year in the high school. Realizing that the study of the period of discovery is taken up fully in the grammar schools, Mr. Larned has concentrated his attention rather upon the rise of the colonies and the development of the United States as a nation.

The Educational Trade Field.

A handsome pamphlet was issued by the school exhibit committee of the forty-second annual convention of the National Educational Association held in Boston. This pamphlet contains half-tone illustrations and descriptions of the most prominent schools in Boston and vicinity.

A special exhibition of the Perry Pictures was held July 6-15, in the rooms of the United Society of Endeavor, Tremont Temple, Boston. Visitors were presented with dainty souvenir postal cards, together with matter descriptive of the Perry Pictures.

At the headquarters of the Lothrop Publishing Company, 530 Boylston St., Boston, Mr. McDonald, manager of the educational department, kept open house. He had on view, for those who were interested, the dummy of a new, and very excellent geography soon to be published by the company. The Lothrop Company is to be congratulated upon the acquisition of Mr. McDonald for its educational department, for he is experienced, progressive, and practical.

At the meeting of the National Penmanship Teachers' Association, held at Milwaukee last December, Mr. H. W. Ellsworth read a paper on some penmen I have known. The paper has been published by the Ellsworth Company in the form of a small pamphlet, and it is certainly interesting reading. Among the well known names mentioned are those of P. R. Spencer, of Spencerian writing fame, G. A. Gaskell, of Gaskell's Compendium, and others equally famous.

The committee of the Toronto, Canada, public school board, appointed to select the best system of shorthand for the commercial course in the high school, has decided upon the Isaac Pitman system.

The Price List of School and College Text-books of the American Book Company for July contains an alphabetical list of the hundreds of heads of the firm. The telegraphic code words for the different volumes are given for the benefit of those who wish to order in this way.

The various catalogs of Hammacher, Schlemmer & Company will be eagerly sought by those who are fitting up schools for manual training work. These catalogs are fully illustrated and contain descriptions and price lists. Catalog 184 relates to benches for all purposes; Catalog 185, to hand screws, bench screws, clamps, etc.; Catalog 187, to wood carvers' tools and accessories; Catalog 188, to miter boxes, trimmers, etc.; Catalog 190, to files and rasps. Circular 189 describes Venetian work and tools used by iron workers.

The main features of the Massachusetts Public School System are set forth in a pamphlet published by the board of education of that state. The schools of Massachusetts have always held high rank, and hence should be studied by those who are working to improve their schools. Attention is called especially to the normal school system. The local school systems have many points worthy of study. The illustrations show that for school architecture the state is fully alive to present day requirements.

A typical German text-book for teaching that language to English pupils has been imported by the E. P. Dutton Company. It is the work of two German teachers, Gustav Hein, lecturer to the University of Aberdeen, and Prof. Michel Becker, of the Ecole Alsacienne, Paris. The book is intended for use in secondary schools and commercial colleges. It is written in German thruout, except for an appendix on grammar, which is in English.

Ginn & Company have issued their Descriptive Catalog and Announcements of School and College Text-Books for 1903, with a complete index and price list. This is a well printed book of 197 pages containing brief descriptions of hundreds of books. The frontispiece is a picture of the Athenaeum press, Cambridge, Mass. This entire building is devoted to printing, binding, and shipping Ginn & Company's publications.

Mr. J. J. Bausch and Mr. Henry Lomb, of the Bausch & Lomb Optical Company, celebrated the semi-centennial of their association in business on Friday evening, July 24.

Punctuality buttons and book stamps are two new devices that are being used with considerable success in Indiana schools. The buttons are given to the children at the beginning of the school month, and they are worn by each pupil until he is absent or tardy, when they are forfeited until the beginning of another month. The buttons are not worn for ornament but to influence the subconsciousness of the child to the end that he may learn the lesson of punctuality and live up to it always. These buttons worn about the homes have aroused many indifferent parents to become interested in the schools and the education of their children.

If a book is well kept, a book stamp is placed on the inside of the front cover. This has resulted in a much better care

of books add school property. The pupil, it is argued, who is taught to care for books and school apparatus will acquire a disposition to care for anything that comes into his hands. Parents readily approve these plans and regard the teaching of such virtues as a strong argument for the success of a teacher. The devices were originated by County Supt. W. S. Gibbons, of Fulton county, Indiana, who will be pleased to answer any inquiries concerning them.

Laing's Planetarium has proved itself of great value in many schools in connection with the study of astronomy. It aids in teaching the motions, magnitudes, and distances of the earth and the heavenly bodies, the laws which govern and direct their varied movements in the system of the universe. The planetarium has four globes, representing the sun, Venus, the earth, and the moon. The instrument is so constructed that it can be held in one hand while the other hand moves the driving arm around in the right direction. This driving arm is connected with the globes, but the relative positions of the different parts of the instrument can be changed at the will of the operator.

For instance, the position of the moon in respect to the other bodies can be changed without affecting any other motion. The same can be done with Venus or the earth. The list of schools where this handy instrument has been adopted is already a long one and it is increasing rapidly.

The planetarium is a popularizer of astronomy for the high school. This is useful service, for that science tends greatly to enlarge the field of human contemplation, expand the intellect, stimulate the imagination, develop the reasoning power, and cultivate the memory.

Ainsworth & Company, of Chicago, announce the publication of "A Students' United States History Outline," by Prof. Arthur D. Cromwell, of Humboldt college. This book is designed especially to meet the needs of teachers who desire a work that will enable them to carry on either the source or the library method without a larger expenditure of time in preparation than they are able to give, and to enable schools to meet the requirements of the conference of American colleges which recommended as the minimum of American history for college entrance "At least one year's work by the library method with one or more topics by the source method."

This enables the pupils to learn the methods of ascertaining historical truth and to acquire the habit of reasoning on past events, so that they may apply the discipline and material of the course to the solution of problems in current events and future questions.

At a reception recently tendered by the management of Armour Institute of Technology to the students of the American School of Correspondence, president Gunsaulus presiding, Mr. Wm. E. Curtis, of the Chicago *Record-Herald*, was one of the speakers. Mr. Curtis was so impressed with the earnestness of the 3000 students who attended, by the character of the instruction given, and by the possibility of this so often-scoffed-at plan of education for wage-earners, that in the June 29th issue of the *Record-Herald* he devoted his regular daily letter to a description of the work of correspondence schools, under the title of "Education by Mail."

It has been the constant aim of the management of the American School of Correspondence to raise the standard of correspondence instruction in general to the plane of serious educational work. All the officers and instructors of the school are college men, graduates from such institutions as the Massachusetts Institute of Technology, Harvard, Tufts, Lehigh, Dartmouth, and Armour Institute. They are men fitted by experience and education to offer sound instruction, and they are men whose sense of responsibility to their alma mater will not permit them to hold any but the highest educational ideals and standards.

President Eliot, of Harvard, while recently visiting the school, expressed himself amazed at the scope, thoroughness, and standard of the instruction. Columbia university and the United States government in the army post schools use the instruction papers as text-books.

Now that country life is so much in vogue in the United States, the trend of publishing has turned in the direction of books on breezy subjects, and so wide is the scope of this new field of literature that it will be long before its various branches are exhausted. By way of covering this hobby comprehensively, John Lane has devised a series of pocket volumes dealing with all kinds of country diversions. The series will be called "The Country Hand-Books" and its editor is Harry Roberts, already well-known as the editor of the more technical series of "Hand-Books of Practical Gardening." Among the titles of the new series are: The Bird Book, The Tree Book, and The Woman Out-of-Doors.

The lectures to be delivered at Harvard this Spring, by Dr. Washington Gladden will be published later by Houghton, Mifflin & Company under the title of "Witnesses of the Light." The book will consist of six biographical studies to include Dante the Poet, Michelangelo the Artist, Fichte the Philosopher, Victor Hugo the Man of Letters, Wagner the Musician, and Ruskin the Preacher.

A Daylight Developing Box.

One of the greatest troubles of the amateur photographer and particularly for the teacher of photography in the public schools, has been the dark-room. In the first place, there is the difficulty of arranging a room so that no ray of white light may fall upon the plate; then the danger of upsetting the various solutions, and finally, as is the case with ninety-nine dark rooms out of a hundred, the insufferable heat.

These difficulties will be obviated in the future by the daylight developing box. This, it would seem, should prove a genuine boon to the class teacher of photography.

An inventor of Jersey City has recently patented a useful and original device of this character. The box contains two trays, one for the developing solution and the other for the fixing bath. The cover of the box comprises two lids, which are mounted to slide in grooves in the side walls of the box so that access may be had to either tray. In the bottom of the box beneath the developing tray is a piece of ruby glass; a similar piece of glass is provided in one of the lids.

When removing the plates from the plate-holder and placing them in the box a hood is used which covers the entire box, fitting tightly into the grooves at the sides. Arm-holes in the hood permit access to the interior without admitting the light. After a plate has been placed in the tray containing the developing solution and covered with the lid having the glass plate the hood may be temporarily removed.

The developing operation may be watched by holding the box up to a window or lamp from time to time, permitting the light to pass thru and reveal the condition of the plate. The hood is applied again when it is time to change the plate over into the fixing solution and the lid containing the red glass is moved to cover this plate before the hood is removed. The fixing operation may then be observed thru the glass.

This device would seem to avoid the disadvantages of all other similar contrivances and of the dark-room as well.

A Perpetual Pencil.

The American Lead Pencil Company has placed on the market a pencil which is always sharp and does away with the inconveniences of sharpening and other ills of ordinary lead pencils. This perpetual pencil is filled like a repeating rifle, with small conically sharpened pieces of lead, and the magazine holds about twenty pieces when fully charged. On pressure of the cap these conical shaped leads descend into what is practically a split cone. These points are held more firmly than by any device heretofore known, simply because a cone within a cone naturally secures rigidity. Another advantage of the conical shape is that it permits a much more intense condensation of the lead than is possible with ordinary round lead. The greater the condensation, the longer the lead will last. The materials which comprise the complete pencil must be the best, and this is shown by the fact that the resiliency of steel of the kind needed by the manufacturers, for grips to hold the lead, could only be secured in the best European product. Since this use of the foreign material of extra intense strength, the pencils have improved until now the device in all its parts is perfect. Instead of using a knife, soiling the fingers, and obtaining crude tips, a simple pressure on the cap will give a perfect point. This will prove a wonderful help to the busy teacher.

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Notes of New Books.

The History of France, by Arthur Hassall, M. A.—This is one of the series of Temple Primers, books in which subjects are treated in small space. It gives the principal facts in the history of France for the use of beginners and others. (The Macmillan Company, New York. Price, \$0.40.)

Isaac Pitman's Shorthand Instructor, an exposition of Isaac Pitman's system of phonography.—The Isaac Pitman system of phonography makes claims to being the most widely used of any system, and this appears to be the truth. In Great Britain and the British colonies it holds the pre-eminence and it has a very strong hold in the United States of America. This manual, which has been lately revised, is intended for class instruction. Its admirable presentation of the subject is well known to hundreds of teachers and pupils. By reason of its simplicity the difficulties of learning shorthand are considerably lessened. (Isaac Pitman & Sons, New York.)

The Bible for Children is not a story of the Bible, but the Book itself, made suitable for children's reading. The material is put in the form of a continuous narrative, by omitting verse numbers and supplying chapter titles. Biblical poetry is printed in poetic form. Its fitness for the needs of the child is a matter of judgment—as to what should be omitted and what included. In nearly every case the critic must agree that the editor omitted just the right passages, and left just what was best.

The book is beautifully illustrated with reproductions from the famous paintings of Biblical characters and scenes. (The Century Company, New York. Price, \$3.00, net.)

It is a surprising fact that many of the most famous men this country has produced have served their time at teaching school. Among these were Adams and Webster, whose experience in the pedagogical field Elizabeth Porter Gould has related in a little book entitled *John Adams and Daniel Webster as Schoolmasters*. In his preface the Hon. Charles Francis Adams says that it is to be regretted that these men should not have put on record more concerning the surroundings and conditions under which they taught. It would make reading of a highly interesting and valuable character, to all engaged in the work of education. These men were schoolmasters until they could turn their attention to something they considered better and it is probable they never dreamed how important their experience would appear to future generations. Miss Gould has made excellent use of the materials she had. The high character and ambitions of John Adams and Daniel Webster in their youthful days are shown forth in golden words in her book. It is a book that all students of history, every lover of his country, every teacher, and every thoughtful young man or young woman will find of the deepest interest. (The Palmer Company, publishers, 50 Bromfield street, Boston. Price, \$1.00.)

The Complete Poetical Works of Alexander Pope are comprised in one of the volumes of the Cambridge series, edited by Henry W. Boynton, the series being edited by Bliss Perry. An attempt has here been made for the first time to include all of Pope's poetical works within the limits of a single volume; and to print the poems in an approximately chronological order. Only the twelve books of the *Odyssey* which were Pope's own work are here included. Most of Pope's notes to the poems have been retained except in the case of certain notes on "The Dunciad," which are either

too voluminous or too trivial to be included in this edition. The text is the result of collation, but is based upon that of the standard Crocker-Elwin-Courthope edition. As a poet, Pope is so well known that it is hardly necessary to add anything more in regard to the quality of his verse. It is enough to say, that he lacks spontaneity. His poems are patchworks; the patching is neatly done, but still it can be detached. However there is no writer who has been quoted more, and in spite of defects will continue to be read and quoted. A complete edition like this one is therefore especially welcome. (Houghton, Mifflin & Company, Boston. Price, \$2.00.)

Graded Lessons in Hygiene by William O. Krohn, author of *Practical Lessons in Psychology*, should prove an extremely valuable book for school use. It is not a dry and uninteresting presentation of the facts of anatomy and physiology, as are so many of the school books on this subject. It presents in simple language, adapted to the children of the intermediate grades, a knowledge of the conditions which tend to preserve and strengthen the body. The keynote is health. This is exactly what the pupil in the public school should learn and the necessary facts for living a thoroly healthful life are presented in this book in an inviting manner.

The facts of anatomy and physiology embrace the results of the latest investigations in these departments of research, but they are in a measure subordinated to an emphasis on the common laws of health. The discussions of the subjects of alcohol and tobacco are given in separate chapters and are treated in a thoroly commendable manner.

—This book will appeal to the teachers and superintendents on account of its intensely practical character, while at the same time it is most interesting on account of anecdotal facts constantly introduced. The work is worthy of a wide introduction into schools. (D. Appleton & Company. Price, \$0.60.)

Chemical Exercises for Class-Room and Home Study, by Rufus P. Williams, teacher of chemistry in the English high school, Boston, and author of "Elements of Chemistry," "Chemical Experiments," etc.—This manual consists of one hundred sheets, each having a series of review questions, printed at the top with form for answering, the answers to be written below. Most of them are well adapted to develop

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a close theoretical knowledge of the laws of chemistry. A few involve the relations of chemistry and physics. All lead to a good familiarity with chemical equations and calculations in algebra. (Ginn & Company, Boston and London. List price, 30 cents.)

Elementary Studies in Insect Life, by Samuel J. Hunter, A. M., associate professor of Comparative Zoology and Entomology, University of Kansas.—This book is suited for the text-book of a student who aims to secure a full acquaintance with a definite section of natural life. It begins with a careful description of the cycle of insect life. This starts as an egg commonly laid either upon a small twig or in the ground. From this the grub or caterpillar hatches and feeds for a time, changing his skin or moulting as his size increases. When fully grown, the metamorphosis follows and the pupa state ensues. From the pupa emerges the insect, or imago, to lay eggs again and renew the cycle.

The insect's special senses are carefully described, and the specific adaptations of the insects have large attention. The relations of insects to plants and to other animal life are carefully explained, especially their mutual dependencies.

Certain insects are of inestimable value to man. This arises in a large measure from their fertilization of the blossoms of fruits and grains. These he must recognize and befriend. Others aid him as parasitic life that preys upon his foes. Thus the economic value of the insects becomes of practical interest.

At the end of the volume, full directions are given for destroying pernicious insects. This is accomplished by spraying trees, by destroying insect nests, and by preventing the escape of the imago from the pupa. Insecticide formulas and spraying apparatus are fully described.

The whole volume is profusely illustrated by very clear figures. Some of these are drawings, generally from the insects themselves; others are photographs. This adds greatly to the value of the work. (Crane & Company, Topeka, Kansas. Price \$1.25.)

Ethics in Schools, being a treatise on the virtues and their reasons, especially adapted for use in high schools, academies, and seminaries, by Austin Bierbower.—In this volume the author has succeeded in providing for the teacher a text-book that may be used by his classes with results of a most practical kind. To begin with, his classification is excellent. He divides duties into two general classes those regarding others chiefly and those regarding self chiefly. Under the first are kindness, truth, honesty, family duties, and public duties; under the last, self-development, industry, self-con-

trol, temperance, self-respect, purity, and conscientiousness. Each of these contains subdivisions treated in a simple, common-sense way. The author says what he has to say and stops—there are no unnecessary words. He shows that morals may be taught very effectively in the schools without alluding in the remotest way to those religious differences that have caused so much controversy. The volume is intended to supersede one by the same author entitled "The Virtues and Their Reasons," which has been carefully revised in the preparation of this book. (Hinds & Noble, New York.)

Composition-Rhetoric, from literature for high schools, academies, and normal schools, is a book by Margaret S. Mooney, who is already known as an author by her "Foundation Studies in Literature," a work of unusual merit. The main purpose of the book is to present a method of learning composition and rhetoric by a study of the models themselves. The whole piece of literature is studied first, then the parts in their organic relation to the whole and to one another. In the study of the arts of painting and sculpture it has been proved that the method of studying the parts first and then the whole is a vicious one and a waste of time. It is no less so as applied to the art of composition. The ability to write good English in its various forms will be attained thru striving to reach ideals, and not thru the practice of mere mechanical details. (Brandow Printing Company, Albany, N. Y.)

The Old China Book, including Staffordshire, Wedgwood, Lustre, and other English Pottery and Porcelain, by N. Hudson Moore.—This magnificent book has for its purpose to enable amateurs in collecting china and other crockery to form some idea of its market value. It begins with a condensed history of the ceramic art in which the essential facts are carefully stated and the approximate periods indicated in which artistic pottery was introduced into the several countries. England is given the first place, and considerable attention is paid to the work of noted manufacturers. The bulk of the book consists of descriptions of interesting pieces of fine crockery, plates and pitchers for the most part. These are very profusely illustrated. Most of the pieces described can be found in the various museums of the country; a few belong to private collections. There are 150 of these illustrations. The book is especially suited for a gift volume. (Frederick A. Stokes Company, New York.)

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The Educational Outlook.

Pennsylvania Association.

WILKESBARRE, PA.—The forty-eighth annual meeting of the Pennsylvania State Teachers' Association was held in this city, beginning June 30 and closing three days later. The program was excellent and the convention was a success in every way.

At the opening session, Supt. Addison L. Jones, of West Chester, president of the association, presiding, Superintendent Coughlin, of Wilkesbarre, welcomed the teachers. He was followed by President Guthrie, of the local school board, who spoke further words of welcome. Prof. J. G. Becht, of the West Chester State normal school, and Dr. John S. Stahr, of Franklin and Marshall college, responded. Supt. Eli M. Rapp, of Berks county, read a fine paper on "Compulsory Education."

He said in part:

"The greatest obstacle to education to-day is the indifference of parents. Mothers place their children in a school as they place dough in an oven and expect them to come out educated to a turn. The best educational results cannot be brought about except thru the co-operation of parents with teachers, and the cultivation of the spirit of universal parenthood. It cannot be reiterated too often or emphasized too strongly that a system of schools can never be far behind or far in advance of public opinion. The creation of a proper school sentiment is one of the chief duties of a superintendent—more especially a county superintendent.

"Good supervision is not afraid of assuming responsibility. Nothing is more despicable than cowardice and duplicity in a superintendent. In a commonwealth

that spends millions upon schools, the zeal and vigilance of the educator and lawmaker should not abate until full and effective remedies for all unnecessary absence from school have been found and applied."

Discussion of the topic, "Supplementary Reading," was opened by Walter R. Egbert, of the Clarion normal school. He was followed by Miss Martha M. Magee, of Oil City, who read a paper on "Literature as Read in the Public Schools."

In the evening, the president's address was greatly enjoyed. Superintendent Jones took for his subject, "The Training of the Teacher." He said in conclusion: "At no time in the educational history of the country has the attention of the public been so persistently called to the subject of education as now. Our school system, methods of instruction and training of teachers are all being examined and criticised, not only by the most thoughtful men and women in the profession, but they are being scrutinized and discussed by the ablest men and women of all professions. Not only in the home and the teachers' institute, but in the magazine and the newspaper, the discussion goes on. The school and its teachers are the cynosure of great attention. This is as it should be. The importance of the education of our children justifies its prominence. Let all continue their criticism. Let each discuss the problem as he sees it, and out of it all will come a better training school for teachers, a general knowledge of better methods, with a clearer preception of the purpose of teaching and a higher appreciation of the results obtained."

The morning session of July 1 was occupied by Dr. Will S. Monroe and by

Dr. C. B. Connelly, of Alleghany, the latter speaking upon the practical side of manual training. Dr. Franklin S. Edmunds also read a paper upon "Citizenship from School Training," which will be published in THE SCHOOL JOURNAL.

GOOD RESOLUTIONS.

Some excellent resolutions were recommended by the resolution committee and adopted unanimously. Among them were the following:

Resolved, That the association endorse the action of the last legislature in making the minimum salary of teachers \$35 and congratulate that body and the chief executive for the spirit manifested, looking toward still higher educational ideas for the children of the commonwealth. We also commend the legislature for its liberal and much needed appropriations to the normal schools whose influence in raising the standard of qualifications for teaching is the most potent in the state. We also most heartily commend the appropriation for the high schools and appreciate the spirit that prompted the appropriation in aid of summer assemblies of the Pennsylvania Association and of other associations incorporated for education and popular culture.

Resolved, That this association endorse and recommend the kindergarten for every city and town of the state. It is the beginning of manual training and is the proper foundation for this work and for public school work in general.

Resolved, That as we realize the importance of that enlightened public opinion upon civic questions, which the great father of our country declared so essential to the safety of our state, we argue upon the directors, superintendents, and teachers of this common-

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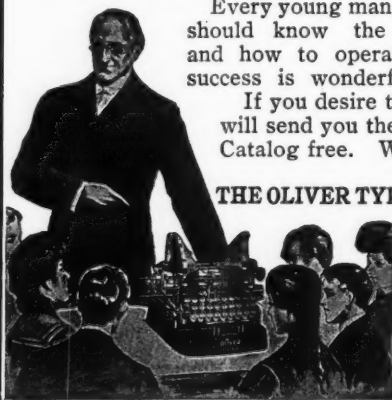
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wealth the necessity for a more comprehensive study of all the principles that lie at the base of American character, and the nature and organization of its government to be correlated with questions of current and public interest. Above all, we urge our teachers to recognize the continually insistent duty which devolves upon our public schools to produce American citizens, trained and devoted to the patriotic services of the commonwealth.

Resolved, That, in our opinion, the training of the hand—as well as the brain—is necessary to secure the complete and symmetrical development of the individual, and in order that the greater good may be done for the child and society, and that the urgent demand for this kind of education be satisfied, we recommend that manual training be more generally extended among the public schools of our state.

Resolved, That in order that the work of the rural school teachers may have the stimulating effect of frequent inspection and thoro supervision, a system of local or district supervision should be established.

Resolved, That in view of the fact that during the past few months an instructor in the annual teachers' institute has too frequently been compelled to be a humorist in order to secure the attention of his audience. This association deprecates this condition and recommends that superintendents conduct these meetings with due seriousness, keeping in mind the lofty purpose of the founders of the Pennsylvania annual teachers' institute.

The next meeting will be held at Reading. The following were elected officers of the association for the coming year: President, Samuel Andreas, of Pittsburg; vice presidents, Miss Kate Voigt, of Wilkesbarre, and George D. Robb, of

Altoona; secretary, J. P. McCaskey, of Lancaster; treasurer, David S. Keck, of Kutztown.

Cecil Rhodes Scholarships.

A memorandum has been prepared by the trustees of the will of Cecil Rhodes giving detailed information regarding the Rhodes Scholarships in the United States. The first election of scholars in this country will be held between February and May, 1904, those chosen to commence their work the following October. A committee has been selected in each state and territory, to make one appointment each, from the list of those passing successfully the qualifying examination. The examination is not competitive. It will be based on the reponsions—the entrance examinations of Oxford. They consist of tests in arithmetic, either algebra or geometry, Greek, and Latin grammar, Latin prose composition, and Greek and Latin authors. Under the last head candidates must offer two books, one Greek and one Latin, or sight translation, from the following list:

Demosthenes—(1) Philippics 1-3, and Olynthiacs, 1-3, or (2) De Corona.

Euripides—Any two of the following plays: Hecuba, Medes, Alcectis, Bacchæ.

Homer—(1) Iliad 1-5, or 2-6; or (2) Odyssey, 1-5, or 2-6.

Plato—Apology and Crito.

Sophocles—Antigone and Ajax.

Xenophon—Anabasis 1-4, or 2-5.

Cæsar—De Bello Gallico 1-4.

Cicero—(1) The first two Philippic Orations; or (2) the four Catiline Orations, and In Verrem, Act I.; or (3) the Orations Pro Murena and Pro Lege Manilia; or (4) the treatises De Senectute and De Amicitia.

Horace—(1) Odes 1-4; or (2) Satires; or (3) Epistles.

Livy—Books 21 and 22. (After Michaelmas, 1903, Books V. and VI.)

Virgil—(1) The Bucolics, with Books 1-3 of the Æneid; or (2) the Georgics; or (3) the Æneid, Books 1-5, or 2-6.

Applicants must be unmarried, they must be citizens of the United States, and they must be between eighteen and twenty-five years of age. They may apply either in the state in which they were educated or in their home state. In most of the Western and Southern states the president of the state university is chairman of the committee of selection. For the other states the following have been chosen chairmen:

Connecticut—Pres. Arthur T. Hadley, Yale university.

Illinois—Pres. W. R. Harper, University of Chicago.

Kentucky—Pres. D. B. Gray, Georgetown college.

Maryland—Pres. W. A. Remsen, Johns Hopkins university.

Massachusetts—Pres. Charles W. Eliot, Harvard university.

New Hampshire—Pres. W. J. Tucker, Dartmouth college.

New Jersey—Pres. Woodrow Wilson, Princeton university.

New York—Pres. Nicholas Murray Butler, Columbia university.

Rhode Island—Pres. W. H. P. Faunce, Brown university.

In the following states appointments will be made by the chartered colleges and universities, in rotation:

California—University of California, Leland Stanford university. Smaller colleges every seventh year.

Maine—Order of rotation yet to be fixed.

Vermont—University of Vermont, Middlebury college.

Washington—Order of rotation yet to be fixed.



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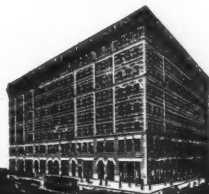
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New York City.

Upon her retirement, after thirty years of teaching in the public schools, Mrs. Kate Doepp was presented, by her pupils and fellow teachers, with a gold watch.

The inauguration of President-Elect John H. Finley and laying the cornerstone for the new buildings of City college have been set for Sept. 29 instead of Oct. 1.

Preparations are making by The New York Society of Pedagogy for fall classes in advanced blackboard work, history, and principles of education, English, and mathematics. The work in Manhattan and Queens is under the direction of Mr. E. A. Page; in the Bronx, under Mr. J. W. Davis, and in Brooklyn, under Mr. C. D. Fleming.

Rather a remarkable record was made by the graduate of the Jesuit college of St. Francis Xavier receiving first honors at the recent commencement. Mr. Joseph A. Warren, the valedictorian, obtained an average in all branches of 97 per cent. for the past year. He received four prizes and medals.

About 3,300 pupils in the various high schools took the examinations for graduation this year. Of these 500 were candidates for admission to the training schools.

In connection with the graduating exercises of the Baron de Hirsch trade school, eighty-eight diplomas were granted. After the formal exercises the building was thrown open for inspection that all present might examine the results of last year's work. Some of the fresco and sign painting was of a very high order. The electrical department made a fine showing.

School Funds.

The funds for educational purposes in New York city, will be increased next year by \$869,000. Formerly the fund was raised by an assessment of four mills on real and personal estate, and last year was insufficient by over \$223,000 for the needs of the school system. When the city adopted the full valuation system it was found that the legal minimum would be far too great, and, at the request of the administration, the assessment was reduced from four to three mills. The wisdom of the movement is shown by the fact that the new plan will furnish more money than will be needed.

The general fund this year will amount to \$16,297,196.75, which the board of estimate must appropriate. The indications are that the board of education will find it necessary to ask for between \$5,000,000 and \$6,000,000 for the special school fund which will increase the budget this year to over \$22,000,000. This will be about \$638,000 more than was asked for last year and about \$1,800,000 more than the board of estimate allowed for 1903.

New England.

WEYMOUTH, MASS.—The most important meeting of old home week was the fiftieth anniversary of the opening of the high school, held July 31. Head master Charles J. Lincoln, of the Dorchester high school, presided, and made an address of welcome to the more than fifteen hundred alumni present. Mr. Edwin R. Sampson, of the class of 1892, now sub-master in this school, spoke of the advance made by the school since its founding, and urged the association to keep up its interest.

The principal address was given by Superintendent Balliet, of Springfield, upon the "Place and Work of the High School." After considering some of the

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objections offered to the high school, he showed its importance as offering an opportunity for those of exceptional ability among persons of limited means, to prepare themselves for the professions. This has resulted in greatly increased attendance in late years. Three types of high schools are needed, the purely literary, the commercial, and the technical. The manual training high schools should be converted into technical schools. More money should be used for the high schools and more men should be placed in them as teachers. The great value of the high school is seen in the increase of the average intelligence in every community from their presence.

CAMBRIDGE, MASS.—Mr. Arthur B. Webber, sub-master of the Harvard grammar school, has resigned, to accept a call to the superintendency of schools in the district of Ashfield and Goshen. Mr. Webber is a member of an old Cambridge family, and has been in the Harvard school for five years.

KINGSTON, MASS.—Mr. H. H. Tucker, superintendent of schools for the district comprising this town, Plympton, Pembroke and Halifax, has been elected principal of a grammar school in Newark, N. J., and has resigned.

SUDBURY, MASS.—The vacancy in the high school caused by the resignation of Mr. Edward F. Cunningham to accept a position in the high school at Lewiston, Me., has been filled by the election of Mr. William Hodge, of Waltham. Mr. Hodge is a graduate of Boston university, and he has had four years experience as a teacher in New Hampshire and Vermont. It is believed that he will make a good principal.

Mr. Nathaniel T. Allen, for more than fifty years principal of the famous Allen school at West Newton, Mass., died at his summer home, Lanekin, Me., August 1. He was eighty years old and had been a teacher since 1846, retiring from active work only about three years since. He was a graduate of the Bridgewater normal school. Two years after graduation, he was appointed by Horace Mann as the principal of the normal school at West Newton. When this school was removed to Framingham, in 1854, in connection with Rev. Cyrus Pierce he opened the English and Classical school of which he was principal for half a century. His very efficient work has given the school a reputation as one of the best private schools in New England.

Mr. Allen has been president of the American Institute of Instruction, of the Bridgewater Alumni association, and of the Newton Woman's Suffrage association. He was married, in 1853, to Caroline Swift,—daughter of James and Rebecca Bassett, of Nantucket, and a few months ago, they celebrated their golden wedding with several hundred guests present from all parts of the country, many of them prominent in educational fields.

FRYEBURG, ME.—The Fryeburg academy has secured a new principal, Mr. Emerson L. Adams, of New Salem, Mass. Mr. Adams is a teacher of large experience, having been for ten years the principal of New Salem academy, and the last year superintendent of schools. He seems well fitted for work in this academy with its attached normal school and eight assistant teachers.

DERRY, N. H.—Miss Bertha G. Smith, of this town, has been elected a teacher in the Jackson college, Jackson, Miss. Miss Smith is a graduate of Pinkerton academy and of the state normal school at Plymouth. She has had several years experience as a teacher, with good success, and she is eminently fitted for her new position.

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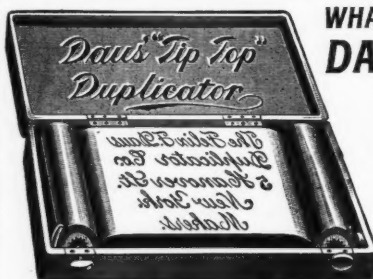
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Literary Notes.

Charles Welsh has been elected a member of the Society of Arts of London, chiefly in recognition of his services in connection with literature for the young. For many years associated, first as manager, and then as partner with Griffith, Farran & Company, he was specially identified with educational books and the books for the entertainment and recreation of the young published by that firm. Many of these he edited and compiled. The fifty volumes of the Home and School Classics, published by D. C. Heath & Company; and the twenty volumes of "The Young Folks Library," both of which were under his general editorship, are among the evidences of his industry in this special work.

The B. F. Johnson Publishing Company, Richmond, Va., have in press a school algebra by Prof. J. M. Colaw and Prof. J. K. Ellwood, the authors of the widely known "Colaw and Ellwood Arithmetic" which has lately received so much favorable comment.

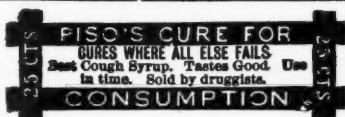
Theodore Leschetizky, the teacher of Paderewski and many of the most famous pianists of this generation, was seventy-three years of age on the second of July. His reminiscences will appear in the autumn, written down by his sister-in-law, the Countess Potocka.

The House Beautiful is a unique magazine. While running along lines which are to some extent copied by others, its purpose is a worthy one—to develop and improve the artistic taste of Americans, especially as applied to the home. The issue for August is, as it suggests, full of suggestions for people with homes—helpful, entertaining, instructive. The magazine does much of its real missionary work thru its beautiful illustrations. The August number contains articles on "An Inexpensive City House," "The Economy of Employing an Architect," "All about Diamonds," "A Millionaire's Village," and a number of interesting things besides.

A "circular of information" regarding Harvard university was prepared for the benefit of members of the National Educational Association, and published by the university. It gives brief descriptions of all the buildings and properties belonging to the university, with dates. These include the Fogg museum, the astronomical observatory, the Arnold arboretum, Hemenway gymnasium, Soldiers' field, Johnston gate, Massachusetts, Harvard, Hollis, Austin, Memorial, and Gore halls, the Phillips Brooks house, Harvard Union, and the Wadsworth house.

Among the recent publications of A. C. McClurg & Company, Chicago, are "The Ward of King Canute," a Viking romance by Miss Ottilie Liljencrantz; "Cartoons," by John T. McCutcheon; "The Souls of Black Folk," by Prof. Du Bois; and "The Law of Mental Medicine," by the late Thomson J. Hudson.

Burns and scalds are various as their causes are different, whether by flame, hot liquids, alkalies, or acids. Their treatment, together with much other serviceable knowledge, is given in "Accidents," one of the series of medical handbooks being issued by The Mutual Life Insurance Company of New York. The book will be sent on request to any who address the Home Office of the Company, New York city.



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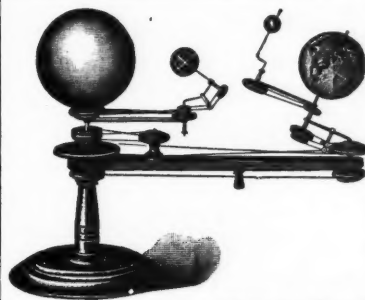
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